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PROMOTING PROFESSIONAL DEVELOPMENT THROUGH COLLABORATION IN A  
CONTENT-BASED INSTRUCTION ENVIRONMENT

BY

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## AFFIDAVIT

I, Elena de Jesús Cardales Rodríguez, hereby declare that this master's thesis has not been previously presented as a degree requirement, either in the same style or with variations, in this or any other university.

A handwritten signature in black ink, reading "Elena de Jesús Cardales Rodríguez", is positioned above a horizontal line. The signature is written in a cursive style with a large, stylized initial 'E'.

ELENA DE JESÚS CARDALES RODRÍGUEZ

## **Abstract**

Teacher's professional development (PD) has become an increasing and urgent need in public schools, especially, regarding the lack of English language teachers in Colombian elementary educational contexts. This is one solid reason why teachers should work together in order to promote their professional growth. According to Ganser (2000) formal experiences that include professional meetings, working with peers, and mentoring foster professional development. This qualitative case study, that took place in a public school in Barranquilla, intended to determine to what extent the collaboration between an expert English teacher and one primary educator influenced the latter's professional development. Data was collected through direct observations, interviews, and a questionnaire. The findings show that the primary teacher improved her teaching practice as a result of the mentoring process conducted with the help of the expert English teacher. She was able to design coherent lesson plans, include new teaching strategies such the use of visual aids, error correction, and provide positive feedback on learners' contributions. Additionally, she made use of more interaction patterns and increased the use of English expression in class. Finally, this study evidenced the effectiveness of collaboration between colleagues that not only benefitted the mentee's but also the mentor's professional development resulting in mutual professional growth.

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## **Chapter 1. Introduction**

In the last 20 years, the learning of a foreign language, particularly English, has become increasingly necessary due to the globalization of the economy and the new requirements in multilateral relations among nations. Especially in Colombia, the establishment of an English language policy has generated controversies among Colombian academics and the government. Cárdenas (2006) argues that regarding the Colombian Bilingual program goals (CBP), there are not clearly established policies that favor suitable English teaching settings to reach these goals. Additionally, Nieto (2009) states that in spite of the fact that the Government language policies aim to improve the educational conditions of the national context, they ignore the particularities of its population in terms of “sociolinguistic reality.” Along the same lines, Gómez (2017) claims there have not been consistent language policies in Colombia since they have been modified and renewed regularly. Even though the goals of the program seem to become more suitable with adjustments, the lack of stability in the implementation of such strategies has tended to weaken the expected results. Graddol (2006) claims that English growth is the result of the development of the international markets and that it has become a “lingua franca” in commerce and trade. The role of English in today’s world is a consequence of globalization as it is essential to the integration of world economies; “It facilitates transnational encounters and allows nations, institutions, and individuals in any part of the world, to communicate their world view and identities” (p. 66). Crystal (1997) supports this last point when he argues, “when a language develops a special role that is recognized in many countries, it achieves this status” (p. 3). Undoubtedly, English has reached this privileged place as it has become highly necessary for national and international communication and cultural exchange (Clyne & Sharifian, 2008). Consequently, mastering a language, English, in this particular case, not only seems to provide access to information about



new scientific, technological and socio-cultural developments, but also facilitates international communication at the academic and professional levels. According to the Colombian Ministry of Education (MEN, 2005), the teaching of English–Spanish is a desirable goal because it helps raise the competitiveness of the citizens in the job market and promotes interaction with the world.

However, a major issue in the national policies relates to the role of educational institutions and teachers in the process. Since the establishment of the English Language policy in Colombia, many programs and initiatives have been implemented to support it. However, only a small number of schools and professors have been benefited by these programs. Regarding this, it is claimed, “the effectiveness of English teaching in public education is limited by a lack of teacher training, resources and funding, large class sizes, and unenforced standards” (British Council, 2015, p. 20). Therefore, a better allocation of resources to help schools and teachers implement more effective strategies is a pending task. In order to comply with the policy and due to the lack of resources, schools and teachers have implemented in-house strategies to cope with the challenge to improve English language education.

In the particular case of this study, I will describe the collaboration between an expert English teacher and one primary educator in their effort to increase the exposure of a group of third graders to the English language in a public school located in Barranquilla. The institution has around 1000 students whose ages range from four to seventeen. This school has an intensification in the number of hours devoted to teaching English in secondary school. Students take six hours of class a week. In primary school, students receive four hours a week and there is an average of 25 students per class.

The increase in the exposure to English was achieved through two initiatives. The first was that this school was involved in a bilingualism project offered by Barranquilla’s Local Education

Authority (LEA) in which primary students from third to fifth grades had the chance to study English fifteen hours per week during two months. This initiative focused on increasing the English language levels of students by implementing an intensive program and giving them the opportunities to use this language meaningfully.

It is important to highlight that the primary teacher, who has no formal education in English or the teaching of this language, was also exposed to the same number of hours of English which made her feel interested in the qualification process described in this research paper. This primary teacher had an A1 level of English according to the Common European Framework of References (CEFR). She is a professional with a degree in System Engineering who has worked at this official school as a third grade content teacher for four years. She teaches Math, Social Studies, and Science. Before becoming a teacher, she did not have previous experience in the teaching area. The expert English teacher has a BA in Education and had completed her studies in a Master's degree in the Teaching of English. She also has a certified level of English. They met because the expert English teacher was assigned to teach the intensive English course in the third grade where the primary teacher worked.

As a result of this program and due to the primary teacher's interest and the expert English teacher's commitment, the second initiative took place. It included the implementation of Content and Language Integrated Learning (CLIL) practices in the classroom. The expert English teacher, (henceforth, the mentor) supported the primary teacher (henceforth, the mentee) by providing her with English language education; supporting her in planning her English mediated lessons, designing appropriate materials, and implementing effective teaching strategies to teach content in English to her young learners. This research paper intends to explore how this collaborative

mentoring process affected the professional development of the primary teacher. In order to show this, the following research questions were proposed:

#### Research questions

- Main Question: How does a collaborative mentoring process influence one primary teacher professional development?
- Subquestion: Were there changes observed in the primary teacher's practice as a result of the mentoring process?

This paper is organized in different chapters that will guide the reader in the process. This initial part was the introduction. It is followed by chapter 2 where the state of the art provides a contextualization on foreign language policies in Colombia that have been implemented as well as information about national and international previous studies related with collaboration and professional development. Chapter 3 includes the theoretical framework used to analyze the data obtained and give support to the findings. Next, Chapter 4 focuses on Methodology, offering a detailed analysis of the information that was gathered by the researcher in order to answer the research question. Chapter 5 presents the findings and provides a complete description of the results of this research process. Chapter 6 focuses on the discussion of the findings taking into account the theoretical framework. Finally, Chapter 7 intends to briefly describe the main objective of this research and delineates some important conclusions about how mentoring impacts a primary teacher's teaching practice.

## **Chapter 2. State of the art**

In this chapter, I will start by giving a contextualization of the implementation of foreign language policies in Colombia and will continue with the presentation of some relevant national and international experiences about collaboration and professional development.

### **Foreign Language policies in Colombia**

The Colombian Government's interest in developing English competence is not a recent issue. According to them, if Colombians have a good command of English, Colombia will become part of universal communication processes, a global economy, and a multicultural world (MEN, 2005).

Concerning bilingualism, Colombia has had a long bilingual and multilingual trajectory of indigenous, creole, and local languages. However, only until 1991 the country was recognized as a multilingual and pluricultural nation. Additionally, Spanish was recognized as the official language; clarifying that those ethnic languages and dialects are official as well in their territories (Constitution Política de Colombia, Article 10). Before the creation of 2004 National Bilingualism Program, more exactly in 1982, different actions were implemented in order to benefit English acquisition. One relevant action was the introduction of the "English Syllabus" in high school programs, "this was largely not implemented, reflecting low levels of language teaching and English language skills among teachers. Schools also struggled with the resulting larger class sizes and classroom management" (British Council, 2015, p. 13). This program was the result of the combined efforts of the Ministry of Education and the British Council; the main objective for these institutions was to provide cultural and economic support for the development of the country and the promotion of the English language and culture (Gonzalez, 2007, p.339).

More initiatives to promote English language teaching were implemented by the national government in the nineties; this time through teachers' education programs. The 'Proyecto COFE' or Colombian Framework for English (The COFE Project) was implemented (Usma, 2009).

According to Frodden and Correa (2000), the ‘Proyecto COFE’ took place in different Colombian universities between 1991 and 1996 because of a bi-national partnership between the governments of Colombia and the UK. It offered professional development to local teachers and provided some resources, as well as a suggested curriculum for teacher education programs. It intended to encourage reflection, interest in research, and autonomous learning (Frodden and Correa, 2000),

Undoubtedly, the 1991 Constitution gave a decisive support to bilingualism. In this document, Colombia recognizes itself as a multilingual and multicultural nation and, as such, expresses this specifically through the 1994 Law of Education where it established that the "acquisition of the elements of conversation and reading in at least one foreign language" (Article 21) as one of the purposes of basic primary education. In addition, the MEN announced, in 2004, the launching of the National Bilingual Program (NBP) intended to expand the proficiency in English of students in the public educational sector across the country. The goal of this program was that of “having citizens capable of communicating in English, with internationally comparable standards, so that the country can enter in the processes of universal communication, in the global economy and cultural openness” (MEN, 2006, p. 6). This program has evolved since then, and it is still a national strategic area.

As a result of the implementation of the foreign language policy, a great variety of projects has been established. Two of these projects are associated with English teachers, including the adoption of national standards for English teaching and teacher-training programs. English language teachers are involved in these two initiatives since they play a determinant role in the accomplishment of the bilingualism project goals (Gonzalez, 2007).

In 2006, the MEN designed the national standards based on the (CEFR) (Council of Europe, 2001). The CEFR “describes in a comprehensive way what language learners have to learn to do

in order to use a language for communication and what knowledge and skills they have to develop so as to be able to act effectively” (Council of Europe, 2001, p.1). Additionally, the national program established language exit levels for the year 2019. The minimum levels of proficiency as indicated by the CEFR were defined: B1 level for high school graduates; B2 for EFL teachers and graduates from university programs; and C1 for graduates from English teacher preparation programs (MEN, 2006). As a result, there have been an important number of experiences in academic institutions in Colombia, and more specifically in Barranquilla, showing institutions and teachers’ commitment.

In terms of teacher development, a relevant action taken by the Colombian Government was implementing two teacher-training models; they were the in-service Certificate in English Language Teaching (ICELT) and the TKT (Teaching Knowledge Test). These qualification processes were focused on some standardized criteria of what teachers should know as well as the abilities and competences they should develop (Gonzalez, 2009). According to Hernández (2007), ICELT was implemented as a national initiative to improve public English teachers’ teaching methodology (p. 32). Moreover, this author claims that “the validity of the ICELT is based on three arguments: one, the solid knowledge about teaching from “theories formulated by widely known specialists” (p.33). Second, the “connection between the content addressed, the teaching practice and the ability to evaluate the teaching and learning processes;” and third, “the prestige and seriousness of a program implemented in many other countries” (pp. 33-34).

### **Barranquilla’s case**

Besides the general government initiatives, the Local Education Authorities also started to implement a series of initiatives to promote English language development focused mainly on teacher development. In the case of Barranquilla, a group of 20 teachers was selected to participate

in the ICELT qualification program. Through this piloting, participating teachers improved their practice and reflective attitude towards their teaching contexts (May, Rey & Rosado, s.f.). However, it was also clear that the program did not fit the specific needs of the Colombian context (Rey & Rosado, 2015). This led to the implementation of new model implemented by a group of Colombian universities. This model was called Teacher Development Program (TDP). In 2007, the level of English of all teachers in Barranquilla was evaluated. The test used for this purpose was Oxford's 'Quick Placement Test'; the majority of English teachers evaluated (60%) was in the basic level A. This has implications in terms of what these teachers were teaching since they did not have the necessary skills to teach the language, therefore, affecting student's learning (Rey & Rosado, 2015).

In 2008, the local government set up the Bilingual Barranquilla Project (2008 - 2011). According to the Progress Report of the Program (SED, 2011, p. 9), the main aim of the project was “to promote the training of citizens capable of communicating in English and in Spanish and can use both in different contexts effectively in order to facilitate the competitive development of the city.”

Between the years 2008 and 2009, the program fostered some strategies to promote English teachers' language and methodology improvement. For instance, 25 teachers participated in a language immersion program held by the MEN whose principal goal was to “improve the level of English of teachers who teach that language in the different educational institutions of the official sector” (SED, 2011, p. 23). This development program included a language course, methodological orientations, and cultural activities to help teachers use English in more meaningful contexts. As a result of this, 17 teachers reached the expected B1 level and 8 participants the A2 level. Regarding the information above, it is possible to observe that the

implemented strategies have impacted positively the teachers' language proficiency when the number of teachers with A1 and A2 levels decreased and the ones with B1 increased (SED, 2011). This information clearly points to the achievements associated with the second objective of the Barranquilla Bilingual project which is teachers' language development, that is to say, strategies for the strengthening the language level of teachers (Rey & Rosado, 2015).

Another important initiative carried out by the local administration in 2011 was the work done with the Peace Corps. This is an American government organization that seeks to offer technical assistance through volunteers. The emphasis of the Volunteering in this case was in English language education for Colombian teachers and students in the Basic and Secondary School levels. In the same year, three schools were benefited by this plan (Rey & Rosado, 2015). This strategy involved 21 teachers from other subjects who participated in a 360-hour English course and reached the A1 level and 35 English teachers who fulfilled the 'Teacher Development Program (TDP)' Program after 120 hours of instruction (SED, 2011).

In 2014, the MEN launched an updated Bilingual program (2014-2018) to continue fostering teacher education, designing contextualized materials for schools and, publishing a Suggested Curriculum and the Basic Learning Rights (BLRs) for English. These two documents are considered essential tools to ensure quality and equity in education for all children in Colombia (MEN, 2016). They allow for the identification of key aspects necessary for the development of the communicative competence of foreign language learners (MEN, 2016). The BLRs are structured coherently with the Suggested Curriculum and the Basic Standards of Competence (BSC). Thereby, it is necessary to empower teachers in the use of these documents and support their teaching practice in the classroom (MEN, 2016).



In order to follow these policies, public educational institutions in Colombia have implemented programs to adapt and adopt the established national guidelines. In this study, the actions taken by a public school in Barranquilla regarding the professional development of its teachers will be presented.

### **Some previous studies**

Collaboration and mentoring among teachers have played a crucial role in Professional Development (PD). Several studies show how teachers working together have improved their practice. For instance, (D'Amour et al., 2004) proposed a Model of Structuring Interprofessional Collaboration. This model was used among healthcare professionals in Canada and was particularly helpful for providing an interpersonal (micro) perspective as well as a structural-organizational (macro) perspective on collaboration.

In their study, Pawan & Ortloff (2010) found out that technology and language teachers working together enhanced interpersonal interactions within each other and promoted reflection and discussions about classroom decisions and activities. They also added that barriers, in terms of discipline, were useful as they defined professional boundaries and, at the same time, provided specific directions as to what teachers must overcome to achieve collaboration. Finally, they established that this type of opportunities helped teachers develop leadership and empowered them to take on the role of coaches and mentors for ESL and content area teacher collaboration in their own schools.

Pawan & Craig (2011) also carried out a study where they compared the responses and statements gathered in online discussions about language learning and assessment between 12 English as a Second Language teachers (ESL) and 33 content area teachers (ELLs) over the course of 32 weeks. The purpose of this study was to identify similarities and differences between the

perceptions of these teachers regarding the topic and the impact this could have on a possible collaboration among them. The findings of the study showed valuable insights related to long-term teacher collaboration. For instance, they found out that establishing the role each counterpart played in the process was essential for successful collaborative experiences. In order to foster collaboration between ESL and content area teacher, Pawan & Craig's study (2011) suggested that PD programs should provide teachers with established curricular models, clearly defined roles and guidelines so teachers can work together and help each other. They also argue that PD programs should prevent problems such as the relegation of English as a Second Language (ESL) teachers to the role of assistant and the feelings of helplessness and isolation content area teachers tend to experience when working with English language learners (ELLs). In fact, Pawan & Craid (2011) explicitly said that these programs should also address ways in which content teachers support English Language Learners (ELLs). To this respect, Levine, Irizarry, & Bunch (2008) suggest the need to create school-based professional communities for interdisciplinary groups of teachers working together. These communities should be voluntarily or as part of their professional duties where teachers can address various issues of teachers' roles in relation to their areas of expertise.

In terms of ELLs support in teacher collaborative scenarios, Athanases & Martin (2006) said that this advocacy involves “casting all aspects of school as problematic rather than given” and using content teachers' own expertise instead of relying on English teachers to help students (p. 628). In order to do so, it may be necessary to include advocacy elements in teacher education programs at the school level. This can include models of inclusive and equitable teaching practice favoring the implementation of simulations, role-plays and projects that can be applied to students' personal lives and communities and that both English and content teachers can use (Athanases & Martin, 2006).

In a study conducted by Qaisrani et al (1999), a cluster-based pilot mentoring program was implemented in Pakistan. The program related to helping teachers use teachers' guides, reflect on their teaching practice and develop problem solving skills and influence teachers' beliefs and practices positively. These authors expressed the positive impact of such mentoring programs as they considered these were effective in empowering mentees to learn from their mentors when discussing and reflecting about possible solutions to classroom issues. As primary school Pakistani teachers lacked content knowledge, it was possible to assure that the program helped them to increase their knowledge and improve their teaching strategies since mentees received support from mentors and partners. Also, the implementation of this program highlighted the fact that experienced primary teachers became novice elementary teachers' mentors because they had the required knowledge and experience to help them develop the required teaching abilities and skills. The study also showed that this program fostered students' learning as Qaisrani et al. (1999) reported that students that were taught by the mentees performed, to some extent, better than those taught by non-mentees. An aspect worth mentioning is that both mentors and mentees established friendly learning environments and conditions to guarantee a successful mentoring instruction (Graybill, 1999). Mentors developed personal and professional relationships with their mentees through mutual respect and trust where collegiality and collaboration were essential (Graybill, 1999) where permanent and suitable feedback on mentees' learning was relevant to enhance their knowledge and skills and hence achieve the main goals of the program.

Similarly, Memon, Lalwani & Meher (2006) developed a cluster-based mentoring model of teacher development that was implemented to favor primary school teachers. The initiative had positive results as it was economically viable and promoted an inquiry based model of teacher

development. The scheme addressed relationships among teachers by learning together through exploration, sharing of experiences, discussions and exchange of information.

In the last two decades, because of the goals established in the National Bilingualism Program, teachers' professional development has become a relevant issue in Colombia. Undoubtedly, teachers' language and methodological competences determine their success in the classroom. Additionally, it is true that their continuous development and updating not only concerns them as professionals, but it also has to be part of the priorities of educational institutions, such as State entities (Cárdenas, Del Campo, & Nieto, 2011). In the Colombian context, universities are entitled to carry out such programs according to the regulations originating from the Ministry of Education, the secretaries of education, and the priorities expressed in the educational local plans for teacher education (Cárdenas et al., 2011).

An experience has been carried out in the Department of Foreign Languages of the National University in Bogotá, since 1995 (Cárdenas, 2006). This experience is the implementation of the Continuous Teacher Training Programs (PFPD) for English teachers. This program involves both public and private school teachers as well as formal education institutions. The curriculum contains three modules: English language acquisition, pedagogy and action research and innovation favoring collaborative work (Cárdenas, 2006). At the end of the three modules of this qualification process, it is expected that teachers had strengthened their communicative, pedagogical and investigative skills, improved the quality of their educational service as English teachers, focused on projects, exchanged pedagogical experiences and consolidated institutional and local English teacher networks (Cárdenas et al., 2011). According to Cárdenas et al. (2011), the teaching practice has been impacted positively when the classroom environment improves and new and innovative strategies start to be implemented in the classrooms.

Based on the current research experience carried out in the Department of Foreign Languages of the National University in Bogotá, it has been possible to establish that teachers' professional development goes beyond training and workshop attending; it is a complex process, which involves participants' personal and professional needs, background, lacks, wants, and work agendas (Cárdenas et al., 2011).

Díaz-Maggioli (2003) proposes that in order to promote professional development, some conditions are necessary. These are self-assessment, motivation, commitment, teachers' awareness of own responsibilities, disposition to participate and a proper work environment. Professional development is a double via process where mentors and mentees grow, enrich each other and transform their pedagogical practices by sharing their experiences, knowledge, and work cooperatively. Furthermore, based on the international and national literature revision made by Cardenas et al. (2010), it is suggested that future formative programs for Colombian teachers should be more oriented to development than training and favor both individual and group work to build teaching and learning processes in the educational context. Besides, it is necessary to promote classroom research, teachers' reflection and the meaningful use of English language as a means to access to new knowledge (Cárdenas et al., 2011).

In all, the results of the studies presented here could be used as basis for planning long-term actions to enhance English as a Foreign Language EFL content area teachers working together in order to find new modes of collaboration in English Language Learning ELL instruction.

### **Chapter 3. Theoretical Framework**

In this chapter, the theory that supports this study is presented. Concepts such as professional development, mentoring and collaboration, and content-based instruction will be explored.

#### **Professional Development**

Research on teacher professional development (PD) and its influence on teachers' practice and students' learning have been studied by different authors (Borg, 2001; Díaz-Maggioli, 2003; Guskey, 1986; Pawan & Ortloff, 2011).

Development usually refers to “general growth not focused on a specific job. It serves a longer-term goal and seeks to facilitate growth of teachers’ understanding of teaching and of themselves as teachers” (Richards & Farrell, 2005, p.4).

Regarding this topic, Díaz-Maggioli (2004) states, “effective professional development should be understood as a job-embedded commitment that teachers make in order to further the purposes of the profession while addressing their own particular needs” (p.5). This implies that professional development programs should take into account teachers’ needs, lacks, wants, and interests to influence their teaching experience and favor their performance improvement. In that sense, Sparks (2002) supports this view of PD when he suggests that it should be embedded in the daily lives of teachers, with solid administrative support and use of strategies that go in accordance with their specific needs. These needs may be related to language, culture, or pedagogy.

PD represents a collaborative action among colleagues as it is the opportunity to share insights based not only on professional knowledge but also on personal experiences. Considering this, Díaz-Maggioli (2004) claims, “when teachers are provided with the means and the time to reflect collectively on their teaching methods, and when they are able to share their teaching styles with each other, results improve and the act of teaching is transformed” (p. 25). Qualified teams are significant to help teachers change their isolated teaching style into a cooperative work (Díaz-Maggioli, 2004).

In terms of professional development, several authors have proposed different stages and models. In that sense, Villegas-Reimers (2003) also states that in the past the only form of professional development offered to teachers had to do with “staff development” or “in-service training,” mostly focused on workshops or short-term courses, which intended to update teachers in specific issues related to teaching (p.11). According to Villegas-Reimers (2003), such

qualification opportunities did not consider teacher's pedagogical requirements and did not favor the development of their teaching skills.

Ganser (2000) suggests that formal experiences such as attending workshops, conferences, professional meetings, and mentoring as well as informal experiences such as reading professional publications, watching television documentaries related to an academic discipline involve professional growth. Villegas-Reimers (2003) also recognizes the increasing relevance and impact that professional development has gained in recent years. According to her, professional development of teachers is now considered as an ongoing process that requires planned and well-directed experiences that provide teachers the opportunity to improve and increase abilities and skills in their subject matter. This phenomenon is recognized as “new image” of teacher learning, “a new model” of teacher's education, a “revolution” in education, and even a “new paradigm” of professional development (Smith & Lytle, 2001; Walling & Lewis, 2000, p. 12). Glatthorn (1995) also contributes to the body of theory on teacher professional development. According to him, teachers' development constitutes the professional growth teachers gain as the result of their experiences and the systematic reflection on their teaching practice. Zachary and Fischler (2009) defined “reflection as the ability of critically examine your current or past practices, behaviors, actions, and thoughts in order to more consciously and purposefully develop yourself personally and professionally” (p.19). Huberman (1989) also suggests that teachers' careers are characterized by cycles of conflict/resolution that lead to growth and development. His research defines at least five steps in the teachers' professional experience: exploration and stabilization, commitment, diversification and crisis, serenity and distancing, and conservatism and regret.



Guskey (1986) proposed a model that portrays the temporal sequence of events from professional development experiences to enduring change in teachers' attitudes and perceptions. According to him, two important elements must be included in professional development to guarantee the effectiveness of this type of programs: on one hand, a clear picture of what motivates teachers to engage in professional development, on the other hand, the process by which change in teachers typically occurs. Thus, it could be argued that teachers get involved in professional development mostly because they want to become better teachers and help their students reach success in school.

According to Shabani (2012), the concept of professional development in language teachers represents a function of progression in their zone of proximal development (ZPD) (p. 101). Shabani (2012) argues that Vygotsky's (1978) original view of ZPD initially explained the learning development of the child, but with a neo-Vygostkyan approach, Valsiner's (1997) Zone theory and Blanton et al., (2005) Illusionary Zone theory impact teacher professional development experiences.

Shabani (2012) also attempts to demonstrate that diary writing, peer and mentor collaboration, action research, practicum and TESOL discourse can help as scaffolds to affect the progression of ZPD in language teachers (p.7). Therefore, establishing this type of relations between the mentor and the mentee is key for successful mentoring processes. It is relevant to create a climate of mutual trust between the mentor and the teacher that enhances empathy and facilitates teacher-mentor relationship; it is necessary that the mentor makes the teacher feel her professional growth matters and she has the best intentions towards her. It means the teacher must feel she can trust her mentor (Gravells & Wallace, 2007).

Shabani (2012) uses the term expertise to refer to professional development and proposes, among other approaches, the information processing model to explain how teachers' professional development works (p.102). In the information processing model, "expertise is conceived as learning some psychomotor skills which are fraught with errors at the novice stage and become subconscious, automatic, fluent, and effortless when the person gets to the advanced stage as a result of practice" (Shabani, 2012, p. 102). For Tsui's (2003), the novice teacher will turn into an expert practitioner when the 'knowing that' about language teaching develops into a 'knowing how' (p.12). Then, they will be able to evidence the developed skills and put into practice the acquired knowledge spontaneously. Therefore, teachers involved in successful "professional development programs" would be able to transform their teaching conceptions and modify their experiences as well as impact their students learning outcomes (Denise & Murray, 2011). In Addition, Shulman (1986) refers to this as "pedagogical content knowledge," which empowers teachers to provide their students with the support they need to succeed in their learning process. Professional development that enables teachers to develop specific pedagogical content knowledge improves teacher performance and student results (Goldschmidt & Phelps, 2010). Additionally, Dreyfus and Dreyfus (1986) suggested a model of teacher development of five stages, from novice to expert, which are briefly summarized below:

Stage 1: Novice. The novice's actions are guided by rules and a set of objective facts and features related to the skills. There is little consideration for the context of the actions.

Stage 2: Advanced Beginner. After getting some experiences in applying the rules in real situations, they begin to recognize situational elements that they need to consider from their actions.

Stage 3: Competent performers. These are able to cope with an overwhelming amount of information and assess the situations and distinguish important from unimportant information. They are also emotionally involved with the outcome which can rarely be observed in novices and advanced beginners.

Stage 4: Proficient. This stage is marked by the emergence of intuitions or know-how (procedural knowledge). Proficient performers are able to act without conscious deliberation since they can recall similar situations in the past and the course of actions taken that were proved effective.

Stage 5: Expert. Expert's performance is marked by effortlessness and fluidity guided by intuition. Skills become part of experts. There is no need for conscious decision-making or problem solving unless a novel situation is encountered (Dreyfus & Dreyfus, 1986, pp. 21-31).

The same authors point out, "As human beings acquire a skill through instruction and experience, they do not appear to leap suddenly from rule-guided knowing that to experience based knowing how" (Dreyfus & Dreyfus, 1986, p. 21). On the other hand, mentors should be models for mentees as their actions should be the way the mentor expects the mentee to act. "The mentoring relationship is a dynamic and reciprocal one where both the experienced and new teacher work together in an equal professional relationship where they are both teachers and learners" (Department of Education and Early Childhood Development DEECD, 2010, p. 12).

Finally, the model of cognitive psychology suggested by Glaser (1996) provides a three-stage cognitive theory based on the concept of expertise. Inspired by Vygotsky, Glaser highlights

the importance of “social learning, communities of practice and critical role of more significant others in shaping expertise” (p. 305). Glaser’s three phases of development are:

- a. Externally supported phase: involves environmental structuring for initial acquisition of the skills needed by the novice teacher, musician, or athlete. The young performer is influenced by the dedication, interest and the support of coaches, parents, practitioners in the field and others who are significant in their lives.
- b. Transitional phase: is characterized by a decrease in the scaffolding used for and by the novice performer, accompanied by a concomitant increase in apprenticeship. Self-regulation techniques are learned and high standards for performance begin to be set.
- c. Self-regulatory phase: in this phase a developing expert controls much more of their own learning environment. The emerging expert receives the feedback they need and also chooses the level of challenge for their own development (Glaser, 1996, p. 305).

Richards & Farrell (2005) contribute to the frame of theory on teacher professional development too. They state that teachers’ professional development has gained a very important place among teachers in different countries all around the world. They also emphasize the differences between teachers’ professional development and teacher training. On one hand, teacher training is focused on a preparation for teachers covering a short period with unambitious goals. Teacher training is also effective to help teachers acquire specific teaching strategies, principles and practices to be applied in the classroom as they are provided with feedback on their practice (Richards & Farrell, 2005). On the other hand, teacher’s development is at the core of “long-term goals.” This process can enhance teacher’s reflection about their experiences in the classroom favoring their professional growth (Richards & Farrell, 2005). Furthermore, these same authors suggest to follow strategies such as documenting different teaching practices, reflecting and

analyzing about them, exploring own beliefs, values, and principles, discussing with peers about core issues, and working together with peers on classroom projects (Richards & Farrell, 2005). Finally, Richards & Farrell (2005) present four conceptualizations of teacher learning that support teacher qualification experience. First, teacher learning can be considered as a skill that provides teacher with opportunities to develop the required teaching abilities, competences and skills. Second, teacher learning, as a cognitive process, can be based on teachers' beliefs and thinking and how these affect their education and performance. Additionally, Borg (2003) presented his teaching cognition theory where he states, "teachers are active, thinking decision-makers who make instructional choices by drawing on complex practically-oriented, personalized, and context-sensitive networks of knowledge, thoughts, and beliefs" (p. 81). Hence, teachers' experiences and principles enable them to determine whether a strategy or technique will be effective or not. Third, this conceptualization of teacher development sees teacher learning as a personal construction in which teachers acquire knowledge consciously. This implies that learning takes place when teachers can combine the new knowledge with their personal background and implement actions such as journal writing and self-monitoring in order to develop self-awareness and personal interpretation. The final view considers teacher learning as part of reflective practice. In here, the fact that teachers analyze and reflect on their experiences can be enriching providing them with a better perspective of own strengths and areas of improvement. Richards & Farrell (2005) consider that reflection, self-monitoring, observation, and case studies are important elements in teachers PD.

Sweeney (2003) provides another significant contribution on professional development. In her words, "the relevance of effective professional development creates a learning environment in which teachers continue to improve their practice to better meet the needs of their students (p.10).

She also states that effective professional development is “cyclical, ongoing, and can be divided into three phases: vision building, implementation, and sustainment” (p. 6). According to her, high-quality instruction should be at the core of the first stage of professional development and it will be the mentor’s main role to guide mentees to select appropriate teaching strategies to be used in the classroom. All this has to go in line with learners’ needs so teachers can decide on their instruction. She suggests that a preliminary stage of professional development can occur through observation, collaborative lesson planning, study groups, and book clubs.

Sweeney (2003) also says that the implementation phase includes in-classroom coaching, observations in other classrooms or schools, and continued study of the literature about the topic. Special emphasis is made on the fact that in this phase teachers have the chance to be guided in their practice and to reflect on adaptations and decisions made. Sweeney’s proposed final stage, sustainment, can take place after three to five years of the implementation of the teacher development program. This phase advocates for the creation of a faculty learning community to support each other but also future teachers. Certainly, the success of this phase largely depends on school support, and teachers’ commitment.

Hirsh, Killion, & Pollard (2013) argue that effective teacher professional learning takes place when learners’ outcomes are impacted by teachers’ knowledge and practice. Furthermore, some researchers claim that the essential features of teacher learning include knowledge about pedagogical content, attention to student learning, implementation over the time, orientation to school objectives, teachers’ needs, and continuing teacher collaboration (Goldschmidt & Phelps, 2010; Wei et al., 2010). Regarding pedagogical content knowledge, Desimone (2009) argues that PD is most effective when it addresses specific pedagogies of the subject matter rather than using general teaching approaches and techniques that do not take the educational setting into account.

Moreover, by pedagogical content knowledge, Shulman (1986) refers to the specific subject matter characteristics that can guide teachers to support students so they can succeed in the learning process. Goldschmidt & Phelps (2010) argue that PD that helps teachers to develop specific pedagogical content knowledge definitely contributes to bettering teacher performance and student results. As regards implementation over the time, Murray (2013) claims that “a common criticism of traditional learning activities is that they are too short and offer limited opportunities for follow-up with teachers” (p. 15). According to him, current professional development focuses on one-day short workshops, which may not be well connected to the realities of the classroom, or to students’ needs. In reference to this inappropriate view of PD, Guskey (2000) suggests that professional development should focus on practices, feedback, and reflection that reflect teachers’ real classroom needs.

As suggested by Murray (2013), PD should be aligned with school priorities to assure that this will affect the process positively. According to Penuel, Fishman, Yamaguchi, & Yamaher (2007), “professional development is more effective when the activities are part of a coherent program of teacher and school improvement” (p. 16). Supovitz & Turner (2000) as well as Webster-Wright, (2009) suggest that it is necessary to create strong collaborative relationships among faculty as research has shown that meeting, sharing and discussing teaching practices with colleagues can be beneficial for student learning, and the school culture.

Additionally, Desimone (2009) & Guskey (2000) agree on the theoretical model of professional development action, which can be defined as an interactive model that comprises different and interrelated factors such as professional development activities, teacher learning, and student learning. As regards professional learning, these are activities that have three main components: context characteristics (the “who”, “when”, “where”, and “why” of teacher

professional learning), the context of the school, and the fact that teachers are learners. This is a significant difference with other models that did not acknowledge the transformation that takes place before any changes are implemented in the practice. Finally, the third component is student learning that is related with how the new teaching affects student education. This eventually helps teachers create, maintain or adapt innovative teaching practices, which, in turn, work as feedback for future changes in their future professional learning.

I conclude with Gulamhussein's idea (2013) that "professional development can no longer just be about exposing teachers to a concept or providing basic knowledge about a teaching methodology. Instead, professional development in an era of accountability requires a change in a teacher's practice that leads to increases in student learning" (p. 6). Considering this, professional development gives teachers the opportunity to grow and help their colleagues to enhance their teaching skills by sharing experiences, knowledge, and reflections. It is possible to affirm that collaboration between a language and a content teacher, as the scenario that supports this study, could be a first step to promote the implementation of content-based instruction CBI approach. Concerning content-based instruction CBI, some relevant theory will be exposed in the following lines.

### **CONTENT-BASED INSTRUCTION**

A second concept that is key for this study is that of content-based instruction. In this part, I will attempt to make a theoretical review on the topic.

When language and content teachers work together, content-based instruction (CBI) can help trace the route for effective collaboration in teaching (Snow, Met, & Genesee, 1989). Through CBI, both types of teachers can understand that their collaboration requires identifying, planning, and teaching language that is essential for understanding and discussing a particular topic or concept (content-obligatory language). Stoller (2004) highlights that "content-based instruction



(CBI) and Content and Language Integrated Learning (CLIL) are terms used for a variety of different approaches that have the commonality of integrating language and content and have both language and content-learning objectives” (pp. 6-7). According to Denise & Murray (2011), these terms are used to refer to “all types of programs that make a dual commitment to contents and language objectives.” The former is more commonly used in the U.S. The latter, on the other hand, is more commonly used in Europe and the U.K.” (2011, p. 152).

According to Larsen-Freeman (2004), “the special contribution of content-based instruction is that it integrates the learning of language with the learning of some other content, often academic subject matter” (p. 137). She also talks about some principles that sustain CBI. First, content is used to teach language. Second, learners’ previous knowledge and interests are considered when teaching. Third, teachers use strategies such as scaffolding to help students create meaning. Fourth, vocabulary teaching facilitates students’ understanding. Fifth, teachers give students language support to help them understand content. Sixth, authentic content material is used in the classroom. Seventh, the four skills are integrated in order to develop communicative competence. This method favors the learning of a subject matter through a foreign language (Larsen- Freeman, 2004).

According to Snow (1991), “content-based instruction rests on the premise that the second or foreign language is learned most effectively when used as the medium to convey informational content of interest and relevance to the learner” (p. 462). According to him, CBI has the three relevant characteristics of a method: approach, design, and procedure. In this sense, the approach “adopts a theory of language and of language learning in which language is the vehicle of instruction, no the object of instruction” (p. 463). Moreover, he suggests that in content-based instruction lessons, both language and content learning outcomes are connected to favor language

acquisition. In terms of design, Snow (1991) adds that students' needs, interests, language level are taken into consideration as this method "seeks to provide optimal conditions for second language acquisition by exposing learners to meaningful, cognitively demanding language usually presented in the context of authentic materials and tasks" (p. 643). Regarding the procedure, the use of varied methodologies and techniques are used in order to develop learners' language level and skills (Snow, 1991).

Brinton et al. (1989) defined three models: theme based, shelter based, and the adjunct model. According to him, theme based language classes are based on topics being focused on content material. In terms of the shelter based model, a content area specialist develops sheltered classes for second language learners. Finally, in adjunct classes, students attend two coordinated courses: a content and a language course. In addition to content-based instruction, Snow (1991) proposes a teacher-development component and evaluation issues to complement the current method. The main purpose of the teacher-development component is to enhance cooperative work between the content and language teachers in order to establish both language and content teaching objectives. These aims arise from two conditions: "content obligatory language" and "content-compatible language" (Snow et al., 1989). Referring to evaluation, Mohan (1986) points out that a distinction should be made between language knowledge and content knowledge when assessing student learning.

Content-based instruction is an approach that is at the core of Krashen's theory because it intends to use language to communicate and gives more importance to subject area knowledge than the language form (Lightbown & Spada, 1999). In order to support these ideas, Eyjólfssdóttir (2011) points out that CBI's main goal is to use language as a means of communication to access specific content. According to Lightbown & Spada (2013), "content-based instruction courses are

based rather on the subject matter than on the language structure or form and a second or foreign language is the vehicle to learning” (p. 127). They also claim “the emphasis in on the communication of meaning, both between teacher and students and among the students themselves, in group- or pair- work” (p. 127). They also indicate that in content-based instruction, grammatical issues are given to learners with the exclusive purpose of clarifying the use and meaning of language (p. 128). Finally, these authors also point out some relevant characteristics of CBI instruction. According to them, teachers should simplify input and that it should be introduced to learners through the use of contextual signs, props, and body language. Second, the teacher should avoid error treatment and should encourage students to negotiate meaning. Third, in CBI classrooms, authentic material like magazines or newspaper should be used, as well as pair and group work activities. Fourth, especially with beginning learners’ performance should focus on content understanding than on language production. Lastly, input is should be adapted to learners’ level of proficiency; to help them understand and internalize the content of the lesson.

## **Chapter 4. Methodology**

Trying to find answers for everyday phenomena perceived by their senses is a natural trait in human beings. The approaches people follow to answer their questions or give solution to their problems can be categorized according to three groups: experience, reasoning, and research (Mouly, 1978). In this chapter, I will focus on research. Cohen et al. (2000) claim, “research is concerned with understanding the world and that this is informed by how we view our world(s), what we take understanding to be, and what we see as the purposes of understanding” (p. 1). Evidently, research is considered as an effective means to discover truth. Similarly, Kerlinger (1970) defines research as “the systematic, controlled, empirical and critical investigation of hypothetical propositions about the presumed relations among natural phenomena” (p. 6). Along the same lines, Nunan (1992) points out that “research is a systematic process of inquiry consisting of three elements or components: first: a question, a problem or hypothesis, second: data, third: analysis and interpretation of data” (p. 3). Moreover, Burns (2000) considers that “research is a systematic investigation to find answers to a problem (p. 3).” Based on these assumptions, it is possible to say that the research process aims to find answers and solve problems through a range of necessary actions that are systematically organized. Finally, Mouly (1978) summarized the nature of research as follows:

Research is best conceived as the process of arriving at dependable solutions to problems through the planned and systematic collection, analysis, and interpretation of data. It is a most important tool for advancing knowledge, for promoting progress, and for enabling man to relate more effectively to his environment, to accomplish his purposes and to resolve his conflicts. (p.12)

Brumfit & Mitchell (1990) underline three types of research. On one hand, “pure research:” the main purpose of this is to broaden the understanding of the unclear aspects of the object of study. This form of research tends to address questions like: “Why do things happen as they do? And how do we explain particular events and particular relationships” (Brumfit & Mitchell, 1990, pp. 8-9). On the other hand, policy-orientated research “is concerned with monitoring the effects of policies which have already been decided upon” (Brumfit & Mitchell 1990, pp. 8-9). As these authors consider it is important for organizers and benefactors to establish if a particular program, and its set goals, have been achieved. Finally, they attempt to define action research and indicate that it is especially useful for teachers. It is further argued that action research aims additionally at educating teachers by the process of becoming self-conscious about their work, and that this is as important an aim as evaluating or information gathering (Burns, 2009, p. 3). Definitely, educational research where some teachers play the role of researchers and other teachers are the object of study in the process of teaching can only have satisfactory results (Burns, 2009).

Action research can be defined as “the systematic study of attempts to change and improve educational practice by groups of participants by means of their own practical actions and by means of their own reflections upon the effects of their own actions” (Ebbutt, 1985, p. 156). Elverno et al. (1997) add that “action research is explicitly a democratic form of research aimed at social change that respects both the problems and goals of those within organizations/ institutions undergoing change” (p. 2). Action research helps teachers to analyze if their teaching experiences match with their initial expectations and objectives. Then, if it satisfies them, they can underline the reasons of this result and demonstrate it. However, when they consider that they need to improve their practice in a certain way, they will do whatever is necessary to develop it, and generate the evidence to demonstrate to what extent it has improved (McNiff, 2013).

Nowadays, foreign language learning has gained an important role in education especially in the public sector in Colombia. For us, teachers, the classroom will always be the most suitable context to carry out research. As Brumfit & Mitchell (1990) state, “for many learners, teaching provides the context for the learning process, and deserves analysis in its own right” (p. 13). Undoubtedly, a great deal of different situations emerges from the teaching-learning experiences in the classroom. Therefore, devoting time and effort to go analyze classroom events can help teachers improve their teaching and facilitate the learning process. For Brumfit and Mitchell (1990) there is a sense in which serious practitioners, in any field, will expect to monitor their own performance as objectively as possible. In this sense, language teachers should always be engaging in “research” if they are to work responsibly and professionally (p. 13).

To this respect, Hopkins (2008) claims that “classroom research, [...] is an act undertaken by teachers, to enhance their own or a colleague’s teaching, to test the assumptions of educational theory in practice, or as a means of evaluating and implementing whole school priorities” (p. 1).

Teaching and learning language inquiry provides real information about what results effective for learners, help them develop their skills and abilities, and ease language acquisition (Larsen-Freeman & Long, 2014). Brumfit & Mitchell (1990) argue “teachers have a greater chance of controlling processes of teaching than of learning, so understanding how it works in practice, and how its workings relates to successful language development, is a necessary adjunct to effective education” (p. 3). Carrying out research demands a range of important decision-making, especially in terms of what approach to research should be followed. Then, it is important to consider which approach can be most suitable to carry out this research. For that, I will attempt to establish the differences between the two main categories: qualitative and quantitative. These approaches guide the actions to follow to collect, analyze and understand data (Creswell, 2014).

Researchers have always intended to explain qualitative research (QR) from different perspectives. Some authors say, “in qualitative work, the intent is to explore human behaviors within the contexts of their natural occurrence” (Bogdan & Biklen, 1992; Erickson, 1986; Hammersley & Atkinson, 1983; Jacob, 1988; Lincoln & Guba, 1985, as cited in Hatch, 2002).

Strauss & Corbin (1990) add that qualitative research is “any kind of research that produces findings that are not arrived at by means of statistical procedures or other means of quantification” (p. 17). Likewise, Anderson (1987) suggests that QR is “a research paradigm which emphasizes inductive, interpretive methods applied to the everyday world which is seen as subjective and socially created” (p. 384). Similarly, Bogdan & Taylor, (1975) conceive qualitative research as “research procedures which produce descriptive data: people’s own written or spoken words and observable behavior” (p. 2). Some authors state that the main purpose of qualitative work is to analyze human behaviors within their real context and spontaneous living experiences (Bogdan & Biklen, 1992; Erickson, 1986; Hammersley & Atkinson, 1983; Jacob, 1988; Lincoln & Guba, 1985, as cited in Hatch, 2002). Dawson (2007) argues that the most important data is obtained from the attitudes, behavior, and experiences in the interaction with the participants. It takes a longer period to find the answers and involve a small number of people.

Creswell (2014) defines qualitative research as “an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem” (p. 5). According to him, “the process of research involves emerging questions and procedures, data typically collected in the participant’s setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data” (p. 5). Moreover, this author identifies quantitative research as “an approach for testing objective theories by examining the relationship among variables” (p. 5) and that “these variables, in turn, can be

measured, typically on instruments, so that numbered data can be analyzed using statistical procedures” (Creswell, 2014, p. 5). Creswell (2014) also talks about mixed methods where both qualitative and quantitative methods are used. He says, “mixed methods research is an approach to inquiry involving collecting both quantitative and qualitative data, integrating the two forms of data, and using distinct designs that may involve philosophical assumptions and theoretical frameworks” (p. 5). According to him, applying the mixed approach results more effective than using any approach independently when it offers a broader comprehensive interpretation of the study Creswell (2014).

Research approaches are composed by “philosophical assumptions” and different “methods or procedures” (Creswell, 2014). One of the most relevant characteristics of qualitative research is that researchers are direct data gatherers. To collect information in a qualitative study, direct observation notes, transcription of interviews, surveys, and any other elements observed in the research setting during the interaction experience can be used. Then, the interpretation of the information collected is the next step and it will be based on the researcher’s capacity to understand them.

Some impalpable elements such as society rules and regulations, social and economic position, genders role, ethnic group, and beliefs are easily identified when using qualitative methods (Mack et al., 2005). Methods are understood as the range of tactics used in educational research to gather data, which are to be used as a basis for inference and interpretation, for explanation and prediction (Cohen et al., 2007, p. 47). Taking into account this definition, the expression “methods refers to those techniques associated with the positivistic model – eliciting responses to predetermined questions, recording measurements, describing phenomena and performing experiments” (Cohen et al., 2007, p. 47). Kothari (2014) indicates that “research



methods may be understood as all those methods/techniques that are used for conduction of research, it is related to the methods the researchers use in performing research operations” (p. 24). Also, DeMarrais & Lapan (2004) describe a method as “a particular research technique or way to gather evidence about a phenomenon. Methods are the specific research tools we use in research projects to gain fuller understanding of phenomena. Examples of methods include surveys, interviews, and participant observation” (p. 4). One of these methods is that of a case study. Case studies are “a design of inquiry found in many fields, especially evaluation, in which the researcher develops an in-depth analysis of a case, often a program, event, activity, process, or one or more individuals” (Creswell, 2014, p. 35). Additionally, other authors indicate that case studies are limited by time and action; but they allow researchers to collect data by using different instruments over a period of time (Stake, 1995; Yin, 2009, 2012). Having this in mind, qualitative research is suitable for the current study since it intends to demonstrate how a teacher’s behavior is impacted by colleague collaboration. Kothari, (2004) makes a distinction between methods and techniques when he declares that, “research techniques refer to the behavior and instruments we use in performing research operations such as making observations, recording data, techniques of processing data and the like” (p. 24) while “research methods refer to the behavior and instruments used in selecting and constructing research technique” (p. 24). In other words, “all those methods which are used by the researcher during the course of studying his research problem are termed as research methods” (Kothari, 2004, p. 24).

It is relevant to highlight that when doing research, “researchers need to develop the abilities to select and apply appropriate data collection and data analysis techniques and methods” (Kothari, 2004, p. 25). Consequently, it is necessary to have a clear picture of the different tools that can be used for data collection. First, we find interviews, which are defined as a dialogue

taking place between two individuals. In an interview, there is always a person who, the interviewer, asking questions with a specific purpose to the other person, the interviewee (Gillham, 2000). Kvale (1996) claims, “an interview is literally an inter view, an inter change of views between two people conversing about a theme of mutual interest (p. 14).

Cohen et al. (2007) argue that the research interview has three main purposes. First, “it may be used as the principal means of gathering information having direct bearing on the research objectives.” Second, “it may be used to test hypotheses or to suggest new ones; or as an explanatory device to help identify variables and relationships.” Third, “the interview may be used in conjunction with other methods in a research undertaking” (p. 351), and they can be unstructured, semi-structured, and structured (Dawson, 2007).

Moreover, Dawson, (2007) claims that unstructured interviews are well known as in-depth interviews and are recognized as “history interviews.” This type of interviews are at the core of getting a clear picture of “interviewees” perception of life or experiences. The most noticeable characteristic of unstructured interviews is the participants’ freedom to talk about what they consider significant, the researcher plays the role of a guide. This type of interview matches with qualitative research (p. 28).

“Semi-structured interviewing is perhaps the most common type of interview used in qualitative research. In this type of interview, the researcher wants to know specific information that can be compared and contrasted with information gained in other interviews” (Dawson, 2007, p. 29). Dawson, (2007) suggests a list of topics could give the interviewee the freedom to share topics they consider relevant. Moreover, a checklist while interviewing will help you control that all topics are developed, as well as, avoid interviewees come up with new issues or go over the ones already covered.

Last, structured interviews are highly structured. Structured interviews are used in quantitative research and can be conducted face-to-face, online or over the telephone, sometimes with the aid of lap-top computers. The interviewer asks you a series of questions and ticks boxes with your response” (Dawson, 2007, p. 30).

Cohen et al., (2007) define structured interviews as a previously well planned and thought process and instrument; the structure of the interview, the questions, and the timeline are established in advance and the interviewer is not given enough autonomy to modify them. When the interviewer is allowed to make any kind of adjustment it is formerly announced; which makes this type of interview a strict tool.

Another instrument to collect data is surveys or questionnaires. There are three types of questionnaire: closed-ended, open-ended, or a combination of both (Dawson, 2002, p. 31). “Closed-ended questionnaires are probably the most familiar ones. This type of questionnaire is used to generate statistics in quantitative research as it follows an established format and can be easily scanned into a computer for analysis” (Dawson, 2002, p. 31). Another type of surveys is the open-ended questionnaires. This type of questionnaire “does not contain boxes to tick, but instead leaves a blank section for the respondent to write in an answer” (Dawson, 2002, p. 31). Both types have specific purposes for use. While closed- ended can give an exact number and are easier to analyze, open-ended can provide detailed information about people’s perceptions but their analysis is more complex. Additionally, Dawson (2002) claims that in order to gather more complete information, both types are combined; it allows researchers know not only the kind of service people prefer but also the reasons to choose it. It is common that this type of questionnaires starts with “closed questions” with a checklist format, and ends with “open questions” to get more specific information (p. 15).

A key technique to collect information in qualitative research is observation. Cohen et al. (2007) claim that “it offers an investigator the opportunity to gather ‘live’ data from naturally occurring social situations. In this way, the researcher can look directly at what is taking place in situ rather than relying on second-hand accounts” (p. 396). Reliability is considered an inherent characteristic of observation; this research method enables researchers know individuals’ opinions, behaviors, emotions, and moods. Information gathered throughout direct observation can be used as a supplement for data collected by using other research methods such as interviews and questionnaires; finding coherence between what people argue they do and what how they really behave (Robson & McCartan, 2016).

Two types of observation can take place: direct observation and participant observation. Direct observation implies the observation of a ‘subject’ in a given situation. Generally, the observation is recorded through video or audio as a way to gather as much information as possible. Koshy (2005) claims that direct observation “involves observing actions and interactions, perhaps sitting in a corner of the room, silent, but attentive” (p. 98).

In participant observation, the researchers are closely involved in the research environment, which means that they belong to it (Koshy, 2005). Moreover, participant observation is defined by Becker & Geer (1957) as follows:

By participant observation we mean the method in which the observer participates in the daily life of the people under study, either openly in the role of researcher or covertly in some disguised role, observing things that happen, listening to what is said, and questioning people, over some length of time. (p. 28)

In order to carry out this research, it was necessary to make use of useful data collection methods such as observations, interviews, and questionnaires. First, four observations were

applied; the main purpose of these observations was to analyze how the teacher integrates the mentors recommendations in terms of teaching strategies and language use. Each observation was supported by a lesson plan previously designed and a mentor's feedback provided to the teacher after every class observation. Second, one interview was used at the beginning of the mentoring process in order to establish the teacher's professional profile, language learning, and teaching experience, her motivation to collaborate in this research process, as well as her expectations. This interview contains 10 open-ended and closed-ended questions. Third, one questionnaire was implemented to establish the teacher's impression about this qualification process as well as the impact of this collaboration experience in her teaching practice. This questionnaire has two questions.

## **Chapter 5. Findings**

In this chapter, the information resulting from the data collected will be analyzed in order to answer the research questions.

### **1. Analysis of the interview.**

Concerning the applied interview, it took place at the beginning of the process. It is relevant to highlight that the teacher's interview responses were very useful to establish some necessary information to support, by some means, the answers of the research questions. On one hand, it was possible to establish that the teacher in this class is not an English teacher but a room teacher that has to provide a group of 24 students with lessons in different disciplines such as Social

Studies, Science, and Maths. She has not had any formal training in teaching English, and her proficiency level in this language is very limited. In spite of this, it was possible to identify a high level of interest and motivation to participate in the qualification experience. Examples of teacher's interview answers are shown in Appendix A.

## **2. Analysis of observations.**

As indicated before, the mentor observed the teacher in a series of lessons in order to see how the teacher implemented the class, so she could guide her through the process. I will start first with the description of the teacher's actions in class. Although, the teacher has not had a direct English teaching experience, from the class observations, it was possible to identify some of the actions (strategies) that she uses repeatedly during her classes.

Also through this analysis, it was possible to identify how the teacher integrated the recommendations of the mentor. These strategies were categorized as follows:

1. Use of Spanish (L1) and English (L2)
2. Interaction patterns used
3. Teaching strategies
4. Integration of recommendations provided by mentor

### *1. Use of L1 and L2.*

As language is central to this particular teaching situation, this category includes an array of uses the teacher gave to both languages Spanish and English. In general, the teacher tends to use each language for a specific purpose. It is also important to highlight that Spanish was the most used language through the observation process. It was also possible to establish that after the recommendations of the mentor, the teacher started to integrate more frequently expressions in

English and some activities she would do in L1 at the beginning started to shift to L2. Some of the uses the teacher gave could be categorized in: translation and instruction.

- **Translation.**

This is a strategy that was very commonly used by the teacher. She would say something in English and will immediately provide the same information in Spanish. See examples below:

In lesson 1, the teacher used translation in Turns (T) 3, 11, 21, and 22.

- Pueden decirme eh... *Who is? ¿Quién es?*. (T3)
- Ahora, vamos a identificar cual es la relación existente entre cada uno de los *Family members*, ¡verdad! *miembros de la Familia Simpson*. (T11)
- Esto es un *Family tree*, ¿verdad? un *árbol familiar*. (T21)
- Exacto, eh... Sebastián, es un *árbol familiar*, eh... un *family tree*... (T22)

In lesson 2, Turns 11, 14

- T: Qué tiene vida y no tiene vida, ¡muy bien! Maura... *living things: cosas que tienen vida*... (T11)
- ¡Ok! ¿verdad? ¡Muy bien! Chicos vamos ahora a observar la relación que hay entre *los miembros de esta familia*, Ok? *The family members*? Ok. (T14)

In lesson 3, Turns 26, 29, 31, 40, 41, 55, 79

- That's good! ¡Bien! (T26)
- eh... *how many? ¿cuántas* tengo aquí? (T29)
- ¿*En total? In total* se llamaría. (T31)
- Mariana tú solita regálame el nombre de ese número *en inglés, in English*. (T40)
- y a qué se referirá *thousand?* a las unidades de *1000*... (T41)

- ¡Ok, Ok! Addens, this is *addens*, los *sumandos*, los sumandos muy bien! Ok! (T55)
- What is the first number? *first number*? por donde empieza la suma? cuál es el *primer número* que vas a sumar? (79)

In lesson 4, Turns 11, 12, 24, 52

- En inglés, *comprender* significa: *understand*. (T11)
- Ok, *understand* es similar a *comprender*. (T12)
- *Llevar a cabo el plan*, ¡verdad! *Carry out the plan* (...); osea llevar a cabo el plan. (T24)
- *Read and answer each question*. Vamos a *leer* y vamos a *dar respuestas a cada una de las situaciones*. (T52)

She would also ask students to translate expressions or vocabulary from Spanish into English or vice versa as a way to make students establish an association between the two languages. Sometimes, she would use translation from Spanish into English, like in the following examples:

In lesson 1, Turns 10, 21

- ¡Muy bien! Una familia y ¿Cómo decimos familia en inglés? (Showing the Simpsons Family picture to the students). (T10)
- esto es un Family tree, ¿verdad? un árbol familiar, ¿Qué es Sebastián? (T21)

In lesson 3, Turns 38, 90

- Mariana tú solita regálame el nombre de ese número en inglés, in English. (T38)
- What`s the name parts of addition equation. ¿Esta parte como se llama in English? Partes de la suma. (T90)



Some other times, she would translate from English into Spanish like in the following examples.

Lesson 2 Turns 6, 11/12, 16, 25, 59, 62

- Living things and non living things a ver chicos ¿Cuál sería el significado para esto en español. (T6)
- Repeat after me, breath ... ¿Qué querrá decir eso en español? (T11/T12)
- Ok, die. Vamos a repetir las características que tenemos aquí in English Okay feel, qué significa feel en español? (T16)
- Se reproducen, grow qué será Grow Grow? (T25)
- Ya todos tienen? Bien! No living things, natural or manmade, ¿qué quiere decir man made? (T59)
- What's the meaning of tower in Spanish? (T62)

Lesson 3, Turns 14/15, 36

- Parts of Addition Equation... ¿Qué le sugiere esto parts of addition? (T14/15)
- I have some flowers. What is the meaning in Spanish? (T36)

Lesson 4, Turns 40, 54

- Hundreds, ¿Qué era hundreds? (40)
- Helen the Hippo... What is Hippo? (54)
- How many cookies did Hellen bake... ¿Que me están preguntando? (T72)

- **Instructions.**

Another use of Spanish the teacher used very frequently was to give instructions in Spanish. See the following examples.

Lesson 1, Turns 12, 21, 26

- ¡Ok! ¡Excelente! Por favor, chicos, shhhhhhh, ¡silencio! Por favor, *todos repitan después de mí*. Mother... (T12)
- ¡Excelente! ¡Ok! ¡Ok! Ahora vamos a observar cuidadosamente las imágenes que he pegado en el tablero, en el board, y *vamos a poner al frente de cada imagen el miembro de la familia que corresponda*, esto es un Family tree, ... (T21)
- ¡Bien! ¡Muy bien! *Repitan después de mí*: March is Barth's mother. (T26)

Lesson 2, Turns 16,18, 22, 24, 66, 71

- Vamos a repetir las características que tenemos aquí in English... (T16)
- Verdad animals, animals, y por aquí tenemos del otro lado non living things (T18)
- Repeat after me, breath (T22)
- Excelente bien, ¡Okay! Characteristic of living things is. (T24)
- Ahora vamos a trabajar ahí no tienen que hacer mayor cosa simplemente recapitular lo que se ha explicado en el tablero por eso es una información que tú vas a tener tu cuaderno, a manera de consigna, para que tú sepas qué fue lo que dimos en la clase de hoy. (T66)
- De acuerdo a las imágenes que ustedes encuentren aquí abajito lo vamos a recortar y lo vamos a pegar en living things or non living things. (T71)

Lesson 3, Turns 40, 69, 79, 94, 102, 103, and 104

- Can you tell me puedes tú decirme how many flowers are there in all? (T40)

- T: Okay, Okay, ¡Muy bien! plus addition sign is plus, plus addition sign is plus (T69)
- What is the first number? First number? (Miming) por donde empieza la suma? ¿Cuál es el primer número que vas a sumar? Ok one, cual es el número ¿el primerito, el que vas a sumar Okay six, entonces aquí vas a tomar los dulcecitos, ¿Cuánto dulcecitos va a tomar y los vas a poner aquí? (T79)
- Okay, voy a recoger el vocabulario y ahora les voy a dar algunas para que las trabajen aquí en el cuaderno y ustedes solitos se apropien del vocabulario, de acuerdo, sin ayuda. (T94)
- Okay, bien, entonces, entonces, este grupito resuelve los cuatro y le colocan las partes, este grupito resuelven estas y le colocan las partes, ya les voy mandar, okey, por aquí hay otro. (T102)
- Bien, ¿qué vamos a hacer? colocar las partes de la oración, ustedes, colocan las partes de la oración, ... (T103)
- Ahora les damos los dulces, colocamos las partes de la oración in English. (T104)

Lesson 4, Turns 12, 31, 52, 53, 56, 61, 95, 110

- Ok, understand es similar a comprender. ¿La palabra comprender què quiere decir? (T12)
- De acuerdo. Entonces vamos a ver una situación problema y la vamos a analizar juntos y después cada uno tendrá la oportunidad de realizarla con un compañero, Ok!. (T31)
- ¡Bien! Read and answer each question. Vamos a leer y vamos a dar respuestas a cada una de las situaciones. (T52)
- No, no vamos a copiar, vamos a simplemente... vamos a analizarlo juntos y luego lo vamos a resolver. (T53)

- Entonces, ¿Helen the hippo será quien? Helen el hipopótamo and her Friends y sus amigos are preparing for thanksgiving at Hellen`s house. ¿Qué querrán decir? (T56)
- T: De Helen, ¡Muy bien! Let's find Let´s find (T61)
- Ahora hay que responder... hay que responderlo, ahora vamos a decir aquí Alexandra... exacto, cada una de los símbolos, de las partes de esa, de esa... operación. (T95)
- Entonces, a continuación, mis hijos, ahora que ustedes tienen claro cuáles son los pasos para resolver problemas in English, vamos en parejitas a resolver un problema. Vamos a recordar los pasos para resolver un problema in English. El primero... (T110)

It is important to point out that while analyzing the observations, a slight change was noticed in instruction giving. After the first lesson and the feedback from the mentor, the teacher started to gradually increase the use of L2 to give instructions. See the following examples:

Lesson 2, Turns 11, 37, 43, 49

- Repeat after me, breath. (T11)
- Federico, dime one characteristic of living things. (T37)
- Bien! Please, repeat after me living. (T43)
- Bird, OK! Okay give me one characteristic one characteristic, grow, breath, move and reproduce repeat after me reproduce. (T49)

Lesson 3, Turns 36, 40, 45, 76, 78, 79, 90, 92

- I have some flowers. What is the meaning in Spanish? (T36)
- Can you tell me puedes tú decirme how many flowers are there in all? (T40)

- ¡Muy bien! Repeat after me, please! (T45)
- En total, ¡Muy bien! Pero in English, in English, in English in, English Okay. (T76)
- Vamos a realizar, vamos a realizar esta operación. Entonces, primero va a colocar hundreds, thousands, tens, ones en el correcto lugar. Okay thousands, hundreds, tens ones, plus, yes, addends, what is the addends and sum. Ok... (T78)
- What is the first number? First number? (T79)
- What`s the name parts of addition equation. (T90)
- Nine, nine is the sum, Ok! los demás se van a sentar por favor. Please, sit down! Please, sit down! (T92)

Lesson 4, Turns 11, 18, 24, 27, 54

- Repeat after me... understand. (T11)
- En el segundo... aquí devise a plan. Repeat: Devise a plan! (T18)
- Llevar a cabo el plan, ¡verdad! Carry out the plan; osea llevar a cabo el plan. Repeat: carry out the plan. (T24)
- Entonces in English is: understand the problem, devise the plan, carry out the plan, look back. (T27)
- Helen the Hippo... What is Hippo? (T54)

## 2. *Interaction patterns used.*

After transalation, the variation in interaction patterns used in class was another strategy the teacher implemented. It is fundamental that teachers use appropriate interaction patterns and foster

different ways learners and the teacher can interact in order to achieve the goals of the activity. It is relevant to highlight some interaction patterns. For this analysis, I used Ur (1991) categorization:

TT = teacher very active, students only receptive

T = teacher active, students mainly receptive

TS = teacher and students fairly equally active

S = students active teacher mainly receptive

SS = students very active, teacher only receptive

Based on the class observations, it is possible to say that the interaction patterns the teacher tends to use most are TS (teacher and students fairly equally active) and T (teacher active, students mainly receptive)

Here are some examples of the use of the pattern TS:

Lesson 1, Turns 1, 2, 3, 4, 5, 6, 7

- T: Good morning class. (1)
- T: How are you today? (2)
- ¿Pueden decirme ehbbb Who is? ¿Quién es? (T3)
- Homer, Good! Is Homer Simpsons! Verdad? Y who is? (T4)
- Ok! March Simpsons... is good! And Who is? (T5)
- Ok, Federico! Good! es Barth Simpsons. Who is? (T6)
- ¡Excelente! Lisa Simpson. ¡Bien! Sergio! Ehbb y Who is? (T7)

Lesson 2, Turn 1 – 6)

- T: Good morning class. How are you today? (T1)
- Ss: bien (T2)
- T: I am fine, thank you! Sit down, please! (T3)
- T: What date is today? (T3)
- S: 13 de septiembre (T4)
- T: Hoy vamos a trabajar una lección que se titula living things and nonliving things.(T5)
- T: Living things and nonliving things a ver chicos ¿Cuál sería el significado para esto en español? (T6)

#### Lesson 4, Turns 1 - 14

- T: Good morning class. (T1)
- Ss: Good morning Miss.(T2)
- T: How are you? (T3)
- Ss: I am fine thank you, and you? (T4)
- T: Sit down please. (T5)
- Ss: Thank you! (T6)
- T: ¡Qué lindos! Y por qué no aprovechamos y cantamos la canción: “Good morning”? (T7)
- T & Ss: Good morning, good morning, good afternoon. Good evening, good evening, god night, good night. Nice to meet you, nice to meet you too, good-bye, good-bye, see you... (T8)
- T: Eso, qué lindos... los veo muy animados... (T9)
- Ss: Profe la de Old McDonald también... (T10)
- T: Ay, también... (SMILE) bueno cantemos... (T11)
- Ss & T: Old McDonald had a farm.... (T12)

Here are some examples of the use of pattern T-Wc:

Lesson 1, Interaction 42 - 45

- ¡Muy bien hecho chicos, excelente! Ahora vamos a clasificar los family members de acuerdo con el género. André, que quiere decir clasificar los family members de acuerdo con el género, a ver? (T42)
- Exactamente, ¿pero a que se referirá la palabra género? ¿A ver quién me puede decir? Ehhhh bueno, género es masculino y femenino. En ingles males y female (mispronounced). Repitan conmigo: male y female (the teacher writes on the board: Male/ Female). Por ejemplo, Mona is female, entonces yo la ubico aquí de este ladito. ¡Bien! ¿Comprenden? Entonces, Abraham es un male, ¿dónde debo ubicarlo? ¿A ver? (T43)
- ¡Muy bien Federico! En Male. Male. Mientras que sus compañeros realizan esta actividad en el tablero, ustedes van haciéndolo en su cuaderno de inglés, por favor. Entendido? Bueno! (T44)
- T: ¡Bueno! ¡Bueno! ¡Ok! Vamos a recordar el vocabulario de la clase anterior: beautiful, ugly, tall, short, fat/chubby, thin, old, Young, blonde/blonde. (the teacher pastes some small vocabulary flashcard). (T45)

Lesson 4, Turns 109 - 114

- T: Porque es menor que thousand. Que es mucho más pequeño que lo que yo tenía en los sumandos. ¡Exacto, si me daba esto es porque yo hice una resta y la resta no es la operación que corresponde con este problema muy bien! (T109)



- T: Entonces, a continuación, mis hijos, ahora que ustedes tienen claro cuáles son los pasos para resolver problemas in English, vamos en parejas a resolver un problema. Vamos a recordar los pasos para resolver un problema in English. El primero...(T110)
- T: vamos a prestar atención. Todos los que tengamos y no tengamos el problema vamos a escuchar la intervención de Federico. (T111)
- T: Stefania vamos al puesto, un momentico, por favor: unas niñas sentadas en el piso para el trabajo en equipo. (T112)
- T: Federico lee el problema, mira que está proyectado. (T113)
- T: Pinky the Pig quién es Pinky the pig, ¿es un cerdito verdad? bought que querrá decir bought. (T 114)

### 3. *Teaching strategies.*

Regarding the teaching strategies identified in the observations, we can say that the teacher used a variety of them. For instance, she made use of pictures (flashcards), elicitation, the morning routine, realia, drilling and repetition, body language, modeling, word classification. The strategies the teacher tends to use most are elicitation and use of pictures. Most of these strategies are effective for language learning.

For example, in lesson 1, she used a picture of the Simpson family to activate students' previous knowledge and help them identify the topic of the lesson. Then, she used the image of a family tree for them to recognize the family members and their relationship. She generally uses this strategy to revise the vocabulary taught in the previous lesson. She also used flashcards to review the vocabulary. In lesson 2, she used the pictures of living and non-living things to illustrate the topic of the lesson and encourage students to classify the vocabulary in those categories. In

lesson 3, the teacher used flashcards with the symbols of addition (+) to show the students the meaning of the signs they were going to be using during the class. Finally, in class 4, the teacher illustrated the steps to solve a math problem by using a set of pictures. See some examples below.

Lesson 1, Turns 8, 21, 45

- T: ¡Ok, Ok! ¡Bien! ¡Excelente! This is Family Simpson. ¿Qué les sugieren estas imágenes? (T8)
- T: ¡Excelente! ¡Ok! ¡Ok! Ahora vamos a observar cuidadosamente las imágenes que he pegado en el tablero, en el board, y vamos a poner al frente de cada imagen el miembro de la familia que corresponda, esto es un Family tree... (T21)
- T: ¡Bueno! ¡Bueno! ¡Ok! Vamos a recordar el vocabulario de la clase anterior: beautiful, ugly, tall, short, fat/chubby, thin, old, Young, blonde/blonde. (The teacher paste some small vocabulary flashcard with the adjectives on the board). (T45)

Lesson 2, Turns 14, 21, 36, 62

- T: One by one. Si yo quiero ubicar esta imagen de acuerdo a lo que ya hemos conversado, esta imagen la debo colocar living things or non living things? (T14)
- Esos no son árboles, esos son balloons, balloons, balloons... (T21)
- Se reproducen, grow qué será Grow Grow? (showing a picture). (T36)
- T: Characteristics is don't grow, don't move, don't breath, don't breath and don't reproduce (T shows pictures to the students) (T62)

Lesson 3, Turns 23, 35

- Sumando. Estamos hablando de las partes, ¿esto qué es? (T shows a flashcard with the symbol of addition). (T23)

- ¡Bien! Quiero mostrarle visual veamos un problema... okay, (the teacher writes on the board and pastes a picture) Okay! ¿Qué tengo por aquí? (T35)

Lesson 4, Turns 11, 18, 24, 26

- Comprender... (aprobandando con la cabeza) bien, comprender. En inglés, comprender significa: understand (good pronunciation) Repeat after me... understand (T writes on the board and pastes a picture that represents the step). (T11)
- ¡Y compruebo...Excellent! En el segundo... aquí devise a plan. Repeat: Devise a plan! (T writes on the board and pastes a picture that represents the step). (T18)
- Llevar a cabo el plan, ¡verdad! Carry out the plan (T writes on the board and pastes a picture that represents the step); osea llevar a cabo el plan. Repeat: carry out the plan... (T24)
- Bien, y el último.... Comprobar. Entonces es in English: Look back. (T writes on the board and pastes a picture that represents the step). (T26)

According to the class observations, elicitation was the second most used strategy by the teacher in her classes. She used elicitation to help students provide information related to their prior knowledge and the topic of the class. However, in lessons 3 and 4 the purpose of elicitation was to encourage students to come up with ideas to solve some addition and word addition problems. See the following examples extracted from the classes.

Lesson 1, Turns 3, 8, 9

- ¿Pueden decirme ehhhh Who is? ¿Quién es? (T3)
- Los Simpson (T4)
- Ok, Ok! ¡Bien! ¡Excelente! This is Family Simpson. ¿Qué les sugieren estas imágenes?, a ver chicos ¿Cuál creen ustedes que será el tema de la clase de hoy? (T8)

- ¡Bien! Los Simpson, pero ¿Qué son ellos? ¿Ellos son una... una qué? Son una fa... (T9)

#### Lesson 2, Turns 6 – 10, 14

- Living things and nonliving things a ver chicos ¿Cuál sería el significado para esto en español? (T6)
- Una habitación, ¿A ver qué dice? (T7)
- Habitación que más seria (T8)
- Okay, ¿qué otra? Okay (T9)
- Tiene salas o no tiene salas... Seguimos pensando (T10)
- One by one. Si yo quiero ubicar esta imagen de acuerdo a lo que ya hemos conversado, esta imagen la debo colocar living things or non living things. (T14)

#### Lesson 3, Turns 15, 18, 79

- ¿Qué le sugiere esto parts of addition equation? (T15)
- ¿Fracciones equivalentes? ¿Partes de las partes de la que? (T18)
- What is the first number? First number? por donde empieza la suma? cuál es el primer número que vas a sumar? Ok one, cual es el número ¿el primerito, el que vas a sumar okay six, entonces aquí vas a tomar los dulcesitos, ¿Cuántos dulcesitos va a tomar y lo vas a poner aquí? (T79)

#### Lesson 4, Turns 10, 13, 21, 22, 23, 27

- No, escuchen bien, cual es el primer paso que yo empleo para solucionar problemas. (T10)

- [...] ¿De acuerdo? Bien, ese es el primer paso... entonces, el primer paso sería understand: entender el problema. El segundo paso cuál es... ya lo entendimos, ya lo comprendimos, ¿cuál es el segundo paso? (T13)
- La comida que voy a llevar. Pienso el outfit, si voy con gorra, si voy con tenis, entonces el primer paso devise a plan es cuando yo digo qué pienso hacer. ¿De acuerdo? ¿Si voy a hacer una que? (T21)
- ¿Si estamos en una resolución de problemas que puedo hacer? (T22)
- O qué es, Qué tengo que hacer, ahí apenas decido que tengo que hacer, qué voy a hacer verdad, y en el tercero como nos decía Federico, es... (T23)
- Look back ...Revisar que está bien, y si ese problema no está bien... qué debo hacer? (T27)

The morning routine or circle time strategy provides students with the opportunity to reinforce and learn new vocabulary and expressions by practicing every day. The teacher tends to use to do the circle time or morning routine every day at the beginning of the class. She asks students to say the greeting, the date, the time, the vocabulary from last class and sometimes the weather and sing a chant to help them be more aware of the use of the English language in the classroom. As seen in the following examples:

Lesson 1, Turns 1 - 2

T: Good morning class (T1)

T: How are you today? (T2)

(The teacher writes the date on the board: Today is Friday, November 8 2019)

Lesson 2, Turns 1- 4

- T: Good morning class (T1)
- T: How are you today? (T2)
- T: I am fine, thank you! Sit down, please! (T3)
- T: What date is today? (T4)

Lesson 3, Turns 1 - 12

- T: Good morning class (T1)
- T: How are you? (T2)
- T: Fine, thank you! Sit down, please! (T3)
- T: You are welcome! (T4)
- T: ¿Están preparados para su clase de matemáticas en inglés? (T5)
- T: Yes, Math in English, Math in English (T6)
- T: What date is today? (T7)
- T: November (T8)
- T: Twenty nine (T9)
- T: What time is it? (T10)
- T: eleven... (T11)
- T: Ok! Thank you. Ok! (T12)

Lesson 4, Turns 1 - 7

- T: Good morning class (T1)
- T: How are you? (T2)

- T: Sit down please (T3)
- T: ¡Qué lindos! Y por qué no aprovechamos y cantamos la canción: “Good morning”?
- (The teacher starts singing and Ss follow her singing at the time that they represent the song with some gestures). (T4)
- T & Ss: Good morning, good morning, good afternoon. Good evening, good evening, good night, good night. Nice to meet you, nice to meet you too, good-bye, good-bye, see you... (T5)
- T: Eso, qué lindos... los veo muy animados... (T6)
- T: Ay, también... (SMILE) bueno cantemos... (T7)

Another less used strategy is bringing realia to class. The teacher used to bring some real objects to the classroom to give students the opportunity to have a better understanding of the vocabulary. In lesson 3, she used some bottles from different colors to represent the addition equation.

Lesson 3, Turns 27, 28, 73, 79, 104

- T: In my hands ehbbb I have some bottles. Yes? (T27)
- Blue and Green, yes! Okay, Okay! in my right ehbb left, in my left right. (T28)
- T: Que triste Federico. Y cada quién lo va a decir cuando pasé por acá okay, bien, bien, para eso hay aquí otro material manipulable. (T73)
- What is the first number? ¿first number? por donde empieza la suma? ¿cuál es el primer número que vas a sumar? Ok one, cual es el número ¿el primerito, el que vas a sumar okay six, entonces aquí vas a tomar los dulcesitos, ¿cuántos dulcesitos vas a tomar y lo vas a poner aquí? (T79)
- T: Ahora les damos los dulces, colocamos las partes de la oración in English Addition Equations colocamos las partes: Addens, Sum, Plus, Equal (T104)

Use of drilling (repetition) exercises was a very common strategy to the teacher used to encourage students practice the vocabulary of the lesson. For example, in lesson 1, she asked the learners to repeat the vocabulary about the family. In lesson 2, the teacher promoted the repetition of the words that represented living and non-living things. In lesson 3, the teacher emphasized on the vocabulary of numbers. Finally, in lesson 4, she helped students work on the vocabulary of the topic.

#### Lesson 1, Turns 12 - 19

- T: ¡Ok! ¡Excelente! ¡Por favor, chicos, shhhhhhh, silencio! Por favor, todos repitan después de mí. Mother (T12)
- T: Father (the teacher shows Homer's picture to the students) (T13)
- T: Daughter (the teacher shows Lisa's picture to the students) (T14)
- T: Son (the teacher shows Barth's picture to the students) (T15)
- T: Grandmother (the teacher shows Mona's picture to the students) (T16)
- T: Grandfather (the teacher shows Abraham's picture to the students) (T17)
- T: Aunt (the teacher shows Selma's picture to the students) (T18)
- T: Uncle (the teacher shows Herb's picture to the students) (T19)

#### Lesson 2, Turns 15, 55, 56, 59, 60

- T: Living things, repitan: living things (T15)
- T: Mafe te pedi que me respondieras. Bien! Please, repeat after me living (T54)
- T: Vamos a decir en inglés lo que ya lo sabemos tiger. (T55)
- T: Rock (T56)



- T: Bird (T59)
- T: Bird, OK! Okay characteristic one characteristic, grow, breath, move and reproduce repeat after me reproduce. (T60)

Lesson 3, Turns 45, 46, 47, 50 - 53

- T: Muy bien! Repeat after me, please! Thousand (T45)
- T: Hundreds (T46)
- T: Tens (T47)
- T: Two thousand (T50)
- T: two hundred (T51)
- T: Three tens (T52)
- T: Six ones (T53)

Lesson 4, Turns 11, 18, 24, 79

- T: Comprender... (aprobande con la cabeza) bien, comprender. En inglés, comprender significa: understand (good pronunciation) Repeat after me... understand. (T11)
- T: ¡Y compruebo...Excellent! En el segundo... aquí devise a plan. Repeat: Devise a plan! (T18)
- T: Llevar a cabo el plan, ¡verdad! Carry out the plan (T writes on the board and pastes a picture that represents the step)-; osea llevar a cabo el plan. Repeat: carry out the plan. (T24)
- T: Thousand (Shows Ss a Place Value Chart on the board with some labels and have Ss practice pronunciation) (T79)

Besides all the strategies the teacher used in class, she also used body language, miming and gestures in the class as a way to help students understand.

Lesson 2, Turns 22, 29, 32, 60

- T: Repeat after me, breath (miming) (T 22)
- T: No, feel love, eh hh love (miming) (T29)
- T: Breath, breath (Miming the action) (T32)
- T: Bird, OK! Okay characteristic one characteristic, grow, breath, move and reproduce repeat after me reproduce. (miming the actions) (T60)

Lesson 3, Turns 43, 44, 49, 79

- T: Bird, OK! Okay characteristic one characteristic, grow, breath, move and reproduce, repeat after me, reproduce. (Miming the actions). (T43)
- T: Y ones? (Showing one of her fingers). (T44)
- T: ¡Muy bien! muy bien! entonces vamos a representar estos números aquí en la tabla okay (pointing out the chart on the board. (T49)
- T: What is the first number? First number? (Miming) (T79)

Lesson 4, Turns 6, 27

- T & Ss: Good morning, good morning, good afternoon. Good evening, good evening, good night, good night. Nice to meet you, nice to meet you too, good-bye, good-bye, see you... (T & Ss make gestures showing that they understand the lyrics of the song). (T6)
- De acuerdo? Entonces in English is: understand the problem, devise the plan, carry out the plan, and look back (Miming). (T27)

The teacher also used word classification in order to reinforce and consolidate students' vocabulary learning process.

Lesson 1, Turns 42, 43

- T: Muy bien hecho chicos, ¡Excelente! Ahora vamos a clasificar los family members de acuerdo con el género. André, que quiere decir clasificar los family members de acuerdo con el género, a ver? (T42)
- Entonces, Abraham es un male, ¿dónde debo ubicarlo? ¿A ver? (T43)

Lesson 2, Turns 14, 82

- T: One by one. Si yo quiero ubicar esta imagen de acuerdo a lo que ya hemos conversado, esta imagen la debo colocar living things or non living things (showing a picture of some animals to the students). (T14)
- T: De acuerdo a las imágenes que ustedes encuentren aquí abajito lo vamos a recortar y lo vamos a pegar en living things or nonliving things. (T82)

Lesson 3, Turns 49, 78

- T: Muy bien! Muy bien! entonces vamos a representar estos números aquí en la tabla okay (pointing out the chart on the board and writing the mentioned numbers on the chart, in the correct column: Thousands- hundreds- tens- ones) (T49)
- T: Vamos a realizar, vamos a realizar esta operación. Entonces, primero va a colocar hundreds, thousands, tens, ones en el correcto lugar. Okay thousands, hundreds, tens ones, plus, yes, addends, what is the addends and sum. (T78)

The teacher also included vocabulary recycling to reinforce students' learning.

Lesson 1, Turn 45

- T: ¡Bueno! ¡Bueno! ¡Ok! Vamos a recordar el vocabulario de la clase anterior: beautiful, ugly, tall, short, fat/chubby, thin, old, Young, blonde/blonde. (the teacher pastes some small vocabulary flashcard with the adjectives on the board). (T45)

Lesson 3, Turns 97, 98, 99, 100, 101

- T: Entonces, vamos a recordar cómo se decía (T97)
- T: Las unidades de 1000 (T98)
- T: ¿Centenas? (T99)
- T: ¿Centenas? ¿Ones? (T100)
- T: El signo es igual pero el resultado no se llama equal. ¿Y los sumandos? Addends (T101)

Lesson 4, Turns 32-37

- T: ¿El vocabulario que aprendimos ayer quien me lo puede ayudar a recordar? (T32)
- T: Sum (T33)
- T: ¿Qué es sum? (T34)
- T: El resultado, ¡Muy bien! (T35)
- T: Addends ¡Muy bien! (T36)
- T: Ok! (T37)

The teacher used to give students enough examples (modelling) of the task before asking them to start working on their own.

Lesson 1, Turns 11, 43

- Ok, Ahora, vamos a identificar cual es la relación existente entre cada uno de los Family member, ¡verdad! Miembros de la Familia Simpson. Por ejemplo, Homer is Barth's father y March is Barth's mother. ¿Está claro? (T11)
- [...]Por ejemplo, Mona is female, entonces yo la ubico aquí de este ladito. ¡Bien! ¿Comprenden? Entonces, Abraham es un male, ¿dónde debo ubicarlo? ¿A ver? (T43)

#### Lesson 2, Turns 60 - 63

- T: Bird, OK! Okay characteristic one characteristic, grow, breath, move and reproduce, repeat after me, reproduce. (Miming the actions) (T60)  
S: Reproduce (T61)
- T: Reproduce Ok, Non living things clock rock balloon book hammer bien! (T629)
- T: Characteristics is don't grow, don't move, don't breath, don't breath and don't reproduce (t63)

#### Lesson 3, Turn 49

- T: Muy bien! Muy bien! Entonces vamos a representar estos números aquí en la tabla okay (pointing out the chart on the board and writing the mentioned numbers on the chart, in the correct column: Thousands- hundreds- tens- ones). (T49)

#### Lesson 4, Turn 31

- T: de acuerdo. Entonces vamos a ver una situación problema y la vamos a analizar juntos y después cada uno tendrá la oportunidad de realizarla con un compañero, Ok!. (T31)

A very common strategy that promoted a safe learning environment was that the teacher always had positive words to praise her students' efforts. In all the lessons observed, it is possible to see that she was very attentive to provide students positive feedback on their contributions as well as underline their qualities and knowledge in individually and to the whole group.

Lesson 1, Turns 7, 8, 11, 42, 44

- T: ¡Excelente! Lisa Simpson. ¡Bien! Sergio! Ehhh y who is? (T7)
- ¡Ok, Ok! ¡Bien! ¡Excelente! This is Family Simpson. ¿Qué les sugieren estas imágenes?, a ver chicos ¿Cuál creen ustedes que será el tema de la clase de hoy? (T8)
- T: Excelente, Family, decimos family in English! ¡Ok! ¿verdad? ¡Muy bien! [...] (T11)
- T: Muy bien hecho chicos, ¡excelente! (T42)
- T: ¡Muy bien Federico! [...] (T44)

Lesson 2, Turns 24, 26, 45

- T: Excelente bien, ¡Okay! (T24)
- T: Perfect! ¡Okay! (T26)
- T: Don't die, excellent! (T45)

Lesson 3, turns 26, 41, 49, 94

- T: That's good! ¡Bien! (T26)
- T: Yes! ¡muy bien! vamos a empezar por ahí vamos, vamos a elaborar primero, [...] (T41)
- T: ¡Muy bien! ¡muy bien! entonces vamos a representar estos números aquí en la table, Okay! (T49)

- T: Un aplauso para Emmanuel, ahorita seguimos, ahorita seguimos, bien (T94)

Lesson 4, Turns 18, 51

- T: ¡Excelente! (T18)
- T: ¡Y compruebo...Excellent! En el segundo... aquí devise a plan. Repeat: Devise a plan! 18
- T: ¡Maravilloso! Ustedes son unos estudiantes estrellas, qué chévere” tenemos ya aquí entonces el vocabulario reciclado de la clase anterior. (T51)

Check for understanding was commonly used by the teacher to make sure students understood the instruction, topic, vocabulary, and/or procedure. In lesson 1, it was mainly used to verify that the students had a clear picture of instructions and could accomplish the tasks easily. In lessons 2 and 3, there is evidence of the use of this strategy to verify students understood the topic and the content. Finally, in lesson 4, the teacher used it to know if students understood the meaning of the vocabulary, content and some instructions.

Lesson 1, Turn 11, 22, 23, 43

- [...]Ahora, vamos a identificar cual es la relación existente entre cada uno de los Family member, ¡verdad! miembros de la Familia Simpson. Por ejemplo, Homer is Barth's father y March is Barth's mother. ¿Está claro? (T11)
- T: Exacto, ehbbb, Sebastián, es un árbol familiar, ehbbb un family tree. ¿Y qué tenemos que hacer con estos rótulos de cartulina que contienen los nombres de los miembros de la familia?, los family members. Dinos, por favor, ¿Qué debemos hacer? A ver... (T22)

- T: ¡Así es! Muy bien Sebastián y Federico, debemos relacionarlos con las imágenes que representan los miembros de la familia Simpson. Por ejemplo, Esta es March, ¿verdad? (pointing out the board) entonces yo voy a ubicar la palabra mother al frente de March, ¿verdad? ¿entendido? (T23)
- T: Exactamente, ¿pero a que se referirá la palabra género? ¿A ver quién me puede decir? Eh hhh bueno, género es masculino y femenino. En ingles males y female (mispronounced). Repitan conmigo: male y female (the teacher writes on the board: Male/ Female). Por ejemplo, Mona is female, entonces yo la ubico aquí de este ladito. ¡Bien! ¿Comprenden? Entonces, Abraham es un male, ¿dónde debo ubicarlo? ¿A ver? (T43)

Lesson 2. Turns 72, 77, 79, 85

- T: De la naturaleza, ¿cierto? ¡Ok! (T72)
- T: Ahora vamos a trabajar ahí no tienen que hacer mayor cosa simplemente recapitular lo que se ha explicado en el tablero por eso es una información que tú vas a tener tu cuaderno, a manera de consigna, para que tú sepas qué fue lo que dimos en la clase de hoy. ¿Si tu mama te pregunta en la clase de hoy, Federico qué dieron en inglés? ¿Qué le puedes decir? (T77)
- T: ¿Living things or non living things y qué le vas a decir acerca de eso? (T79)
- T: ¿Sí? recortar par que? (T85)

Lesson 3, Turns 18, 23, 40

- T: ¿Fracciones equivalentes? ¿Partes de las qué? partes de las qué? (T18)
- T: Sumando. Estamos hablando de las partes, ¿esto qué es? (T23)
- T: Can you tell me, puedes tú decirme, how many flowers are there in all? (T40)



Lesson 4, Turns 24, 27, 72, 73,

- T: Ok, understand es similar a comprender. La palabra comprender ¿qué quiere decir? (T24)
- T: Look back ...Revisar que está bien, ¿y si ese problema no está bien... qué debo hacer? (T27)
- T: How many cookies did Hellen bake... que me están preguntando? (T72)
- T: ¿Cuántas galletas ella hizo en total? (T73)

Gradual integration of classroom language: After the first lesson, the teacher started to include classroom language in her classes. She intended to use them to give some instructions and positive feedback.

Lesson 2, Turns 22, 45, 54, 63, 73

- T: Repeat after me, breath (miming) (T22)
- T: Don't die, excellent! (T45)
- T: Mafe te pedi que me respondieras. Bien! Please, repeat after me living (54)
- T: Thank you, Mara Ok, bien! It's clear? [...] (T63)
- T: What's The Meaning of tower in Spanish? (T73)

T: Characteristics is don't grow, don't move, don't breath, don't breath and don't reproduce

T: Blue and Green, yes! Okay, Okay! in my right ehhe left, in my left right ...

T: Okay thousands, hundreds, tens ones, plus, yes, addends, what is the addends and sum. Ok,  
(Please, Lou: ¿pueden estas interacciones clasificarse dentro de esta categoría?)

Lesson 3, Turns 13, 27, 36, 40, 45, 78, 79, 80, 90, 92

- [...] Pay attention (T13)
- T: In my hands ehheh I have some bottles. Yes? (T27)
- T: I have some flowers. What is the meaning in Spanish? (T36)

- T: Can you tell me puedes tú decirme how many flowers are there in all? (T40)
- T: Muy bien! Repeat after me, please! Thousand (T45)
- Okay thousands, hundreds, tens ones, plus, yes, addends, what is the addends and sum. Ok (T78)
- T: What is the first number? First number? (T79)
- T: Repeat, please: one (T80)
- [...] . Please, sit down! Please, sit down! (T90)
- T: [...]. Please, sit down! Please, sit down! (T92)

Lesson 4, Turns 11, 18, 24, 52, 54, 101

- T: Comprender... (aprobando con la cabeza) bien, comprender. En anglès, comprendre significa: understand (good pronunciation) Repeat after me... understand (T11)
- T: ¡Y compruebo...Excellent! En el segundo... aquí devise a plan. Repeat: Devise a plan! (T18)
- T: Llevar a cabo el plan, ¡verdad! Carry out the plan; osea llevar a cabo el plan. Repeat: carry out the plan. (T24)
- T: ¡Bien! Read and answer each question. Vamos a leer y vamos a dar respuestas a cada una de las situaciones. Entonces, How can I say?... (T52)
- T: Helen the Hippo... What is Hippo? (T54)
- T: Answer, answer the question. [...] (T101)

In general, the teaching strategies the teacher used can be considered effective for language teaching. With the support of the mentor, the mentee reflected about their best use and this contributed to her development. Through the observations, it was possible to perceive the primary teacher's confidence and determination to apply the different teaching strategies

progressively. Strategies such as the use of pictures (flashcards), elicitation, the morning routine, realia, drilling and repetition, body language, modeling, and word classification became important and common elements of her teaching practice.

## **II. Analysis of mentor's feedback**

In this part, I will attempt to analyze the feedback the mentor gave to the teacher after each observation. The mentor sent written feedback with her perspectives on the class. In these written messages, the mentor uses an established structure for giving feedback to the teacher. I decided to call this structure *moves*. I will present the analysis of each feedback in terms of each of the lessons observed.

### **Lesson 1**

The mentor starts with positive reinforcement making a general comment about the lesson plan and the active participation of students (Move 1). For example:

*M: Considero que el plan de clases está muy bien pensado y estructurado; es evidente que atiende a las necesidades de los estudiantes. Considero que se cumplieron los objetivos establecidos en el plan de clases, los estudiantes se mostraron muy interesados y participativos.*

This is followed by Move 2 in which she indicates that she will focus on the positive aspects and then on areas to improve. It is important to note here that she says she will focus on aspects to improve rather than on the negative areas.

For lesson 1, the positive aspects highlighted:

- (a) Use of positive language and feedback. It is relevant to highlight that a gradual increment in the number of times and new expressions used by the teacher to provide positive feedback on students' participations was observed.

Lesson 1, Turns 3, 4, 5, 6

- T: ¡Así es, Oscar! ¡Muy bien! ¿Pueden decirme ehhhh Who is? ¿Quién es? (T3)
- T: Homer, Good! Is Homer Simpsons! Verdad? Y who is? (T4)
- T: Ok! March Simpsons... is good! And Who is? (T5)
- T: Ok, Federico! Good! es Barth Simpsons. Who is? (T6)

Lesson 2, Turns 24, 26, 45, 63

- T: Excelente bien, ¡Okay! (T24)
- T: Perfect! ¡Okay! (T26)
- T: Don't die, excellent! (T45)
- T: Thank you, Mara, Ok, bien! Is it clear? (T63)

Lesson 3, Turns 12, 26, 41, 45, 49,

- T: Ok, thank you! (T12)
- T: That 's good! ¡Bien! (T26)
- T: Yes! Muy bien! (T41)
- T: ¡Muy bien! Repeat after me, please! (T45)
- T: ¡Muy bien! ¡muy bien! entonces vamos a representar estos números aquí en la table, Okay! (T49)
- T: Un aplauso para Emmanuel, ahorita seguimos, ahorita seguimos, bien (T94)

3 Use of the circle time strategy, which the mentor says helps students grasp some language.

Lesson 2, Turns 1- 4

- T: Good morning class (T1)

- T: How are you today? (T2)
- T: I am fine, thank you! Sit down, please! (T3)
- T: What date is today? (T4)

#### Lesson 3, Turns 1 - 12

- T: Good morning class (T1)
- T: How are you? (T2)
- T: Fine, thank you! Sit down, please! (T3)
- T: You are welcome! (T4)
- T: ¿Están preparados para su clase de matemáticas en inglés? (T5)
- T: Yes, Math in English, Math in English (T6)
- T: What date is today? (T7)
- T: November (T8)
- T: Twenty nine (T9)
- T: What time is it? (T10)
- T: eleven... (T11)
- T: Ok! Thank you. Ok! (T12)

#### 4 Recycling content from previous class as a way to activate students' knowledge.

##### Lesson 1, Turn 45

- T: ¡Bueno! ¡Bueno! ¡Ok! Vamos a recordar el vocabulario de la clase anterior: beautiful, ugly, tall, short, fat/chubby, thin, old, Young, blonde/blonde. (The teacher paste some small vocabulary flashcard with the adjectives on the board). (T45)

Lesson 4, Turn 32-37

- T: ¿El vocabulario que aprendimos ayer quien me lo puede ayudar a recordar? (T32)
- T: Sum (T33)
- T: ¿Qué es sum? (T34)
- T: El resultado, ¡Muy bien! (T35)
- T: Addends ¡Muy bien! (T36 )
- T: Ok! (T37)

5 Use of pictures and the activity implemented.

Lesson 1, Turns 8, 21, 45

- T: ¡Ok, Ok! ¡Bien! ¡Excelente! This is Family Simpsom. ¿Qué les sugieren estas imágenes? (T8)
- T: ¡Excelente! ¡Ok! ¡Ok! Ahora vamos a observar cuidadosamente las imágenes que he pegado en el tablero, en el board, y vamos a poner al frente de cada imagen el miembro de la familia que corresponda, esto es un Family tree... (T21)
- T: ¡Bueno! ¡Bueno! ¡Ok! Vamos a recordar el vocabulario de la clase anterior: beautiful, ugly, tall, short, fat/chubby, thin, old, Young, blonde/blonde. (The teacher paste some small vocabulary flashcard with the adjectives on the board). (T45)

Lesson 2, Turns 14, 21, 36, 62

- T: One by one. ¿Si yo quiero ubicar esta imagen de acuerdo a lo que ya hemos conversado, esta imagen la debo colocar en living things or non living things? (T14)
- Esos no son árboles, esos son balloons, balloons, balloons... (T21)
- Se reproducen, ¿grow qué será Grow Grow? (showing a picture). (T36)

- T: Characteristics is don't grow, don't move, don't breath, don't breath and don't reproduce (T shows pictures to the students) (T62)

## 6 Positive attitude towards class.

Lesson 4, Turns 4, 5, 6, 7, 8, 51

- T: ¡Qué lindos! Y por qué no aprovechamos y cantamos la canción: "Good morning"? (The teacher starts singing and Ss follow her singing at the time that they represent the song with some gestures).(T4)
- T & Ss: Good morning, good morning, good afternoon. Good evening, good evening, good night, good night. Nice to meet you, nice to meet you too, good-bye, good-bye, see you...(T5)
- T: Eso, qué lindos... los veo muy animados...(T6)
- Ss: Profe la de Old McDonald también...
- T: Ay, también... (SMILE) bueno cantemos...(T7)
- Ss & T: Old McDonald had a far....(T8)
- (T & Ss make gestures showing that they understand the lyrics of the song)
- T: ¡Maravilloso! Ustedes son unos estudiantes estrellas, qué chévere" tenemos ya aquí entonces el vocabulario reciclado de la clase anterior (T writes the Vocabulary on the board) (T51)

In terms of areas of improvement which is move 3, the mentor highlights the necessity to use L2 more frequently indicating that these are the only moments in which students have the opportunity to use the language. She also lists a series of expressions (class instructions) she recommends the T to use systematically in class.

The mentor also makes some subtle recommendations for the teacher about her language. She uses a type of recasting when she suggests that rather than saying *who is?* She should say *who is this?* Another area of improvement is related to giving positive reinforcement to students in English and not only Spanish. Once more, the mentor provides a list of expressions to be used for this purpose.

## **Lesson 2**

In this second lesson, it is clear that the mentor keeps the same moves identified in Lesson 1. She starts the feedback congratulating the teacher for implementing a good lesson and adds that the learning goal was achieved. Then, she continues making a general comment about the lesson plan and the great engagement of students. For instance:

*M: En mi opinión, el plan de clases está muy bien diseñado y estructurado; considero que es apropiado para la edad, intereses y nivel de lengua de los estudiantes. Pienso que se cumplieron los objetivos establecidos en el plan de clases, los estudiantes se mostraron muy interesados y participativos.*

In terms of the positive aspects (Move 2), this time she underlines that, once more, she will refer to positive aspects and then aspects to improve. The positive aspects she addresses (Move 3) are

- (a) The use of the circle time as a regular strategy to help students practice and learn vocabulary and behaviors.

Examples: Lesson 4 -Turns 1-8

*Turns 1. T: Good morning class*

*Ss: Good morning Miss*

*Turns 2 T: How are you?*

*Ss: I am fine thank you and you.*

*Turns 3 T: Sit down please*

*Ss: Thank you!*



*Turns 4 T: ¡Qué lindos! Y por qué no aprovechamos y cantamos la canción: “Good morning”? (The teacher starts singing and Ss follow her singing at the time that they represent the song with some gestures).*

*Turns 5 T & Ss: Good morning, good morning, good afternoon. Good evening, good evening, good night, good night. Nice to meet you, nice to meet you too, good-bye, good-bye, see you...*

*Turns 6 T: Eso, qué lindos... los veo muy animados...*

*Ss: Profe la de Old McDonald también...*

*Turns 7 T: Ay, también... (SMILE) bueno cantemos...*

*Turns 8 Ss & T: Old McDonald had a far....*

*(T & Ss make gestures showing that they understand the lyrics of the song)*

(b) The teacher's effort in using English in class. For example:

*Turn 47: Characteristics of living or nonliving things. One characteristic for living things.*

(c) The level of the teacher's confidence she shows when teaching the topic.

1. The appropriate error correction techniques she applied to help students improve their pronunciation.

Lesson 4 -Turns 96-98

*Turns 96 T: Ahora hay que responder... hay que responderlo, ahora vamos a decir aquí Alexandra... exacto, cada una de los símbolos, de las partes de esa, de esa... operación.*

*S: equal*

*Turns 97 T: Equal?*

*S: Equal: (correct pronunciation)*

*S: Plus*

*Turns 98 T: Plus: (T corrects Ss pronunciation)*

(d) The use of visual aids to improve students' vocabulary.

In relation to the areas of improvement (move 4), the mentor underlines that the teacher showed she started to include more of classroom language expressions in the class as she had recommended. She also insists on increasing the use of English in class. One last aspect relates to instructions and suggests that the teacher should always check that students have understood what she wants them to do.

### Lesson 3

The feedback message starts with Move 1 and the mentor also thanks the teacher's interest to work cooperatively in the co-planning of the lesson. As part of move 2, the mentor points out she will focus on the positive aspects and then she will move to areas of improvement. The positive aspects (move 3) identified are:

- (a) The use of circle time and how well students respond to this strategy. She says that implementing circle time is a great opportunity to increase students' motivation and interest toward the class. For example:

*M: Excelente introducción. Se realiza el Circle Time correctamente, empleando la fecha, días de la semana, meses del año, clima, la hora en inglés. Es una oportunidad apropiada para motivar a los estudiantes y disponerlos al desarrollo del tema en cuestión.*

- (b) The use of some teaching strategies such as drilling, and collaborative work.
- (c) The use of some classroom language after the mentor's recommendations. In fact, the mentor shared material related to classroom language in order to help the teacher to learn and use new language. It was possible to see this integration in the following turns:

*Turn 13: Pay attention*

*Turn 45: Repeat after me, please!*

*Turn 92. Please, sit down! Please, sit down!*

As an area of improvement, the mentor suggests the use of videos, songs and games during the Warm up part of the class to increase student motivation and provides an example: link: <https://www.youtube.com/watch?v=NHI0ePgwlgU&authuser=0>. Finally, the mentor

also indicates that the text that describes the activity in the presentation stage should be modified in order to make it easier for the students.

#### **Lesson 4**

As in the other written feedback messages, the mentor starts by highlighting the Teacher's commitment and interest towards the teaching process and the possibility of cooperating with the mentor to improve her teaching. Then, she points out that she will refer to positive aspects and then aspects to improve. In relation to the positive aspects (Move 3), the mentor stresses

- (a) The appropriate classroom decisions the teacher.
- (b) The learning goal established that she considers clear, achievable and coherent with the students' language level.

*M: En primera instancia, considero que es el objetivo planteado está muy bien elaborado, es claro para los estudiantes y alcanzable; es coherente con el nivel de los niños.*

- (c) The teacher's motivation to push the use of expressions in English in the classroom like in the following turn:

*Turn 52. Read and answer each question.*

*Turn 53: How can I say?*

- (d) Her commitment to implement the Circle Time as well as the way to help learners use their background knowledge.

Looking at the areas of improvement, the mentor suggests the teacher should adapt the warm up Activity. She also recommends the use of videos, songs and games to make students use their

previous knowledge. It is relevant to say that the mentor provides the teacher an example of a learning goal to help her improve the one she presented for the class.

As a general final comment, the mentor highlights the relevance of activities in which students review vocabulary, the importance of teaching vocabulary at the beginning of the lesson, the relevance of using visual aids to facilitate students' understanding, especially when teaching primary learners. For this reason, the mentor shares a material related to teaching vocabulary strategies to encourage the teacher to use them.

As observed, the mentor used the same structure to provide feedback to the teacher. For that four moves were established. She used these same moves to walk the teacher through her observations and recommendations. The first related to highlighting the teacher's attitudes and behaviors. The second referred to the way she was going to do the feedback: identifying positive aspects and areas to improve. The third focused on the positive aspects and the fourth on the areas of improvement. The mentor was consistent on that.

### **3. Analysis of teacher's response to feedback and reflection**

In This part, I will analyze the response the teacher gave the mentor after her feedback. It was also a written message. The analysis will be completed by looking at each written message the teacher sent for each class, but then I will give a general report as the four messages were very similar.

After the mentor sent each feedback, the teacher responded quite rapidly. In all the messages, the teacher started by thanking the opportunity to be part of this experience and valuing the guidance the mentor gave her during the classes. She also indicates that she is committed to continue working hard. Only in Lesson 3, she directly expressed that she wants to continue working on her language development and the use of visual aids to help student

learning. No other area of improvement is addressed by the teacher. One interesting finding is that the messages do not evidence a reflective process in which the teacher discusses her strengths and areas of improvement as a response to the mentor's comments. She does not mention anything specific related to the class itself or a particular learning experience she would consider will help her improve as a teacher.

#### Lesson 1.

T: "Miss Elena. Usted sabe que para mí es un verdadero placer hacer parte de esta experiencia. Valoro mucho todos sus aportes y su experticia para fortalecerme en esta segunda lengua y poder brindar una mejor clase para mis niños. Confío en que al poner en práctica sus recomendaciones pueda continuar avanzando en el proceso. Usted es una inspiración para mí y con sus palabras y ejemplo me motiva a seguir esforzándome. Mil gracias! Bendiciones".

#### Lesson 2

T: "Gracias por su retroalimentación miss Elena. Profundamente agradezco su colaboración y su interés en aportar a mi crecimiento profesional. Sigo atenta a sus comentarios y a entregar lo que sea necesario en pro de su proyecto. Un abrazo fuerte".

#### Lesson 3

T: "Apreciada miss Elena. Sin duda esta clase se convirtió en un desafío. Muchas gracias por sus amables sugerencias y sus comentarios. Es alentador saber que con pequeños pasos se logran los objetivos. Seguiré atendiendo sus recomendaciones y comprometida en el proceso de fortalecimiento de esta segunda lengua, con su ayuda iré puliendo y fortaleciendo mi trabajo. Gracias a usted y a sus aportes cada vez me veo más motivada en este proceso. Gracias por ser fuente de inspiración. Mil y mil gracias por todo su apoyo".

#### Lesson 4

Sin duda miss Elena usted cuenta con toda la experticia y la idoneidad para apoyarme en este proceso. Seguiré atentamente todas sus sugerencias para lograr cada vez mejores resultados en mi práctica educativa y en los aprendizajes de mis estudiantes. Implementaré el tema de las ayudas audiovisuales para favorecer el proceso de enseñanza de los chicos y lograr más interés de parte de ellos. Es una bendición contar con su interés. Gracias!!!!

As seen in these statements, the responses the teacher gives are very basic and do not imply a deeper reflective process that evidences her development. This could be an area of improvement for the mentor who could have asked her to write more critical responses with examples of what she learned and what she would do to continue growing. It is also important to note that the teacher probably responded like these because she is not a trained teacher but an engineer so it is very likely that in her education she did not complete preparation in reflective teaching. This is also an area that should be systematically included in in-service teacher education programs at the institution level.

As a final part of the project, the mentor asked the teacher to answer some questions about the process. The questions were:

- (a) Taking into account the feedback given during the experience of teaching content classes in English in the third grade, what strategies have you integrated and are still using in your daily practice?
- (b) What is the most significant learning that this experience has left you with?

For the first question, the teacher responded by listing the strategies she has continued using in class. She specifically mentioned the implementation of the Circle time. She says that this strategy helps her to favor the use of daily routine vocabulary. Also she adds that she uses positive language such as very good, excellent, good to praise students' performance. She also

talks about the way she provides feedback highlighting first the positive aspects and then discussing areas of improvement.

In terms of the second question, the teacher responded that the most significant learning was daring to innovate. She reflects on the fact that teachers should not keep teaching traditional classes when there are so many interesting tools to support student learning. She evaluates this opportunity as very motivating and she is thankful for that. She also says that this experience helped her to commit herself to continue improving as a teacher.

This analysis shows that the teacher did integrate into her daily practice several of the strategies the mentor proposed meaning that the mentor's guidance did have an effect on her classes. She also seems to be convinced of the benefits of an experience like this especially in terms of implementing more innovative classes that contribute to student learning and her development as a teacher. In fact, at the moment writing these results, she is completing a postgraduate course on pedagogy.

## Chapter 5. Discussion

The purpose of this section is to explore how a collaborative mentoring process influences the professional development of one primary teacher who started to use a CBI approach in her lessons. In order to do that, the results obtained will be compared and contrasted with the theoretical review and the previous studies on the topic.

Summarizing the findings obtained through the data collection instruments, it can be said that the mentoring process had a positive effect in the professional development of the primary teacher. After the mentoring sessions, the observations showed that the teacher started to more systematically integrate the feedback the mentor gave her. That was seen through the implementation of more effective teaching strategies such as increasing the use of English in the class, varying the interaction patterns of the activities and using more audiovisual support to make the class more attractive to students. These were areas that the mentor identified as key in the class observation process.

As the teacher had no previous pedagogical or English language education, an important part of the mentoring process was addressed to provide language scaffolding for the teacher to be able to use the language more frequently in the class and design more effective activities that could promote student understanding. Increasing students' exposure to the language is a necessity in CBI classrooms. Snow (1991) claims, "CBI seeks to provide optimal conditions for second language acquisition by exposing learners to meaningful, cognitively demanding language usually presented in the context of authentic materials and tasks" (p. 643). In terms of pedagogy, the teacher evidenced that she took time to plan well-structured lessons following the plan the mentor suggested. In this plan, she always started with the *Circle Time* activity in order to recycle everyday language and topics studied previously. Then, she continued with activities to present the new



information and have students use that information in different activities, which promoted different interaction patterns. She also finished the class with a wrap-up activity to consolidate what they have done in the lesson. In the lessons observed, this was one of the biggest gains. Having structured lesson plans can guide novice teachers into delivering classes that are more effective. For Tsui's (2003), the novice teacher will turn into an expert practitioner when the 'knowing that' about language teaching develops into a 'knowing how' (p.12). Then, they will be able to evidence the developed skills and put into practice the acquired knowledge spontaneously Tsui's (2003).

Other pedagogical aspects identified are related to the error treatment strategies the teacher used in class, integration of visual aids and the quality of instructions. All these aspects are crucial when delivering a class as they have an effect of students learning. Lightbown and Spada (2013) have identified some relevant features of CBI classrooms. Some of these relate to teachers simplifying input; avoiding explicit error correction, encouraging negotiation of meaning, using authentic material, varying interaction patterns, focusing on content understanding rather than language production and adapting input to learners' level of proficiency.

In the case of error treatment, the mentor suggested ways to correct students in ways that were more effective such as recasting or repeating words or phrases in an appropriate form. It is important to mention that this was also the way the mentor conducted the feedback, highlighting first the positive aspects to move then to the areas of improvement. This implies that the teacher strengthened her error correction techniques through observing the way the mentor did it. Mentors should be models for mentees as their actions should be the way the mentor expects the mentee to act. "The mentoring relationship is a dynamic and reciprocal one where both the experienced and new teacher work together in an equal professional relationship where they are both teachers and learners" (Department of Education and Early Childhood Development (DEECD, 2010, p. 12).

In terms of making lessons more engaging for students, the teacher not only implemented activities that had varied interaction patterns but also started to bring realia and visual aids to class in order to make the lesson more attractive to students. Last, instructions were also an area in which the teacher showed improvement as suggested by the mentor. The recommendation was basically focused to check students' understanding of what they had to do. In lesson 2 to 4, this was something the teacher implemented more frequently. Learning Forward, (2013) argues that effective teacher professional learning occurs when their knowledge and teaching practice improve and affect learners' outcomes. According to this premise, "the influence of professional development on teacher knowledge and classroom instructional practice is also essential, as these are results that must precede increased learning for students" (p.10).

As regards the teacher's attitudes, one important aspect to notice is that she was a very committed and dedicated professional. She was highly motivated to grow as a professional and to give her students the best so they can learn better. This is a crucial characteristic for professional development. This is supported by Guskey (1986) who proposed a model that portrays the temporal sequence of events from professional development (PD) experiences to enduring change in teachers' attitudes and perceptions. According to him, two important elements must be included in professional development to guarantee the effectiveness of this type of programs: on one hand, a clear picture of what motivates teachers to engage in professional development, on the other hand, the process by which change in teachers typically occurs. Thus, it could be argued that teachers get involved in professional development mostly because they want to become better teachers and help their students reach success in school. Thus, the teacher's attitude is great indicator of students' motivation. If the students see their teacher's interest in their learning, this can have a positive effect. This was also observed in her confidence when teaching. As she

prepared her lessons carefully, she delivered them in the best possible way always active and proactive. Shulman (1986) refers to this as “pedagogical content knowledge,” which empowers teachers to provide their students with the support they need to succeed in their learning process. Professional development that enables teachers to develop specific pedagogical content knowledge improves teacher performance and student results (Goldschmidt and Phelps, 2010). She was also very convinced of the benefits of an experience like this especially in terms of implementing more innovative classes that contribute to student learning and her development as a teacher

Another relevant finding is related to the relation between the mentor and the teacher. There was clear rapport between the two and there was an atmosphere of mutual confidence in which the teacher felt safe when she was observed and trusted the mentor feedback and suggestions. Establishing this type of relations between the mentor and the mentee is key for successful mentoring processes. It is relevant to create a climate of mutual trust between the mentor and the teacher, which enhances empathy and facilitates teacher-mentor relationship; it is necessary that the mentor makes the teacher feel her professional growth matters and she has the best intentions towards her. It means, the teacher must feel she can trust her mentor (Wallace and Gravells, 2007).

The findings of this study have to be seen in light of some limitations in terms methodology. On one hand, after analyzing the observations and lessons, it was possible to establish that it would have been possible to gather more information related to the teaching strategies the teacher used in the classroom, if there had been a higher number of observations and lesson plans developed by the mentee and examined by the researcher. Therefore, it is pertinent to consider the implementation of a larger number of observations and lessons for future research studies.

On the other hand, after making analysis of the teacher's response it was identified a necessity of helping her to become more critical and reflective about her professional development process by providing her with clear opportunities and specific guidelines to foster self-reflection. In her responses to the mentor's feedback, it can be noticed that these were still very basic and in an initial stage of development and did not reflect a deeper reflective process. Pawan and Ortloff (2011) found out on their study that technology and language teachers working together enhanced interpersonal interactions within themselves and promoted reflection and discussions about classroom decisions and activities. Furthermore, Zachary and Fischler (2009) defined "reflection as the ability of critically examine your current or past practices, behaviors, actions and thoughts in order to more consciously and purposefully develop yourself personally and professionally" (p.19). This could be also an area of improvement for the mentor who could have better guided this reflection in her feedback. For Diaz-Maggioli, (2004), mentoring is "a process of mutual growth, during which mentor and mentee engage in cycles of active learning that result in enhancement of practice and empowerment of those involved" (p. 49). The quality of the mentor's feedback should help the mentee become more analytical of their own development process. To this respect, Zachary & Fischler (2009) say that the mentoring process involves both mentor and teacher in a mutual learning experience that favors their professional growth because of collaboration towards the accomplishment of previously established common aims.

Although these changes were slow, they showed that the teacher became more aware of the necessity to plan and deliver here her lessons better. This means that she already started her development process and hopefully she will continue to grow.



## **Chapter 7. Conclusion**

In this part of the research paper, I intend to present a brief description of the main purpose of this research and draw some relevant conclusions about how mentoring impacts a primary teacher's teaching practice.

The main purpose of carrying out this research experience was to establish how a collaborative mentoring process could influence one primary teacher's professional development and identify changes in her practice after the mentoring process, if any. It was necessary to make use of some data collection methods such as direct observations, interviews, and questionnaires to gather evidence that supports this study. Some important findings were obtained from the data analysis. First, the mentoring process affected positively the primary teacher's professional growth; it was possible to observe that the primary teacher began to insert progressively the recommendations provided by the mentor during the mentoring sessions. The teacher was able to use suitable teaching strategies more frequently, increase the English usage in class, promote different interaction patterns in the classroom activities, improve the instructions by checking students understanding and make use of visual aids such as videos, flashcard, and realia to enhance students' engagement. Another important finding was that the mentor provided the teacher with some language scaffolding to help her improve and raise her basic level of English and the use of this language since she is not a language teacher but a Systems Engineering.

Regarding pedagogical issues, it was clear observed the teacher's commitment to plan well-thought lessons based on the model provided by the mentor. The teachers followed an established lesson plan structure that included a Circle Time activity that intended to review daily vocabulary and expressions previously learned which represents a highly important aspect. Then the teacher promoted new content learning using a variety of activities to favor vocabulary and grammar

structure practice as well as diverse interaction patterns. Moreover, she used a wrap-up activity to reinforce students' learning.

Another pedagogical aspect to highlight is error correction; the mentor recommended the application of some error correction strategies such as recasting or repeating words or phrases in an appropriate form to help students overcome their mistakes. One more meaningful finding was that the teacher enhanced her error correction skills by observing how the mentor provided feedback on her teaching performance; the mentor tended to underline the teacher's strong points and then she referred to what should be improved.

I consider relevant to highlight teacher's attitudes; she evidenced a great level of commitment, dedication, and interest to participate in this professional development process and provided her students with the most significant learning opportunities. Undoubtedly, her positive attitude engaged and invited her students to participate and learn. Moreover, she evidenced self-confidence in her teaching practice because she was motivated to learn in order to improve her teaching and language skills; she also designed well-planned lessons and supporting materials.

Additionally, it is important to underline the close connection that existed between the mentor and the teacher which became a powerful factor that foster their professional relation, collaborative work, mutual trust, partnership and camaraderie. Undoubtedly, a good relationship between the mentor and the teacher will ease and assure successful mentoring experiences.

On the other hand, reflection is a main aspect that should emerge from the mentoring experience. However, observing the teacher's answers to the mentor's feedback, there is evidence of a basic reflection process and the urgent need to help the teacher to be more critical and go deeper when reflecting. The mentor plays an important role as a support to conduct the teacher's analysis process; the mentor should promote teacher's awareness about the importance of

reflection as an inherit area of professional development. Consequently, encouraging teachers' reflection is an area of improvement for the mentor's future practices.

This research has helped me understand how meaningful can be for both mentor and mentee a mentoring process based on collaboration; since my perspective, the results were positive and rewarding; I am more aware of the necessity of being involved in this type of qualification processes as well as the relevance of reflection. Undoubtedly, after the mentoring experience specific valuable benefits were gained however, it could have a higher impact in a longer period. In my opinion, being engaged in a mentoring is an exciting and enriching experience and a great opportunity to give language teachers the opportunity to support primary teachers' professional development as an effective way to fill the gap in English learning in Colombian schools.

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## Appendixes

### APPENDIX A

#### Entrevista

Estimada docente, a continuación, encontrará una serie de preguntas acerca de la experiencia durante el acompañamiento in situ. Por favor, responda con total sinceridad y lo más ampliamente posible cada una de ellas.

1. Mentor: Por favor, describa su perfil profesional: edad, formación, experiencia laboral, e intereses.

Teacher: Soy una Ingeniera de sistemas de 34 años de edad, laboro desde hace 5 años como docente de aula en básica primaria en esta Institución Educativa del Distrito de Barranquilla, específicamente en las áreas de matemáticas, Ciencias Sociales y Ciencias Naturales.

2. ¿En cuáles grados enseña?

Teacher: Tengo a mi cargo estudiantes de tercero y quinto grados de básica primaria.

3. Mentor: ¿Qué le motivó a interesarse en el aprendizaje del idioma inglés?

Teacher: Me encuentro muy interesada en fortalecer el dominio de la segunda lengua, por cuanto desde siempre ha sido mi motivación aprenderla. Inicialmente la experiencia con el aprendizaje no fue la mejor. Mi maestra de bachillerato, de alguna manera no me permitía la participación. Eso me tenía un poco inconforme. De mi propia cuenta, accedí a varios cursos del Sena virtuales para adquirir vocabulario y destreza. Los realicé hasta que hubo cupo y disponibilidad. Luego, compré un curso flexible, en el cual avanzaba a mi propio ritmo, pero resultó una estafa y debido a esta mala experiencia me mantuve alejada del interés por fortalecer el aprendizaje por casi 4 años. Desde siempre, me he sentido atraída, sin embargo, esta última experiencia me creó una fobia o aversión y no quise continuar con el tema.

4. ¿Cuántos estudiantes conforman cada uno de los grupos en los que usted enseña?

Teacher: aproximadamente, son 25 estudiantes por curso.

5. Mentor: ¿Tiene usted formación como Normalista?

Teacher: No, no tengo preparación como normalista. Soy bachiller académico.

6. Mentor: ¿Realizó algún diplomado, curso, seminario basado en pedagogía?

Teacher: Así es, hice una profesionalización en pedagogía. El proceso de formación duró 1 año; pero el título conferido lo otorgaban con un mínimo de 800 horas.

7. Mentor ¿Se ha desempeñado en un campo diferente a la docencia?

Teacher: Si. Tuve la oportunidad de desempeñarme como Secretaria por 6 años.

8. Mentor: ¿Cuenta usted con estudios de postgrado?

Teacher: Respuesta: Actualmente no, pero si estoy realmente interesada en realizar una especialización en Estudios Pedagógicos.

9. Mentor ¿Por qué decidiste ser docente?

Teacher: El tema de la docencia llega por vocación. Luego de estudiar una carrera a la cual le agradezco mucho, y de la cual he obtenido muchos aprendizajes, caí en la cuenta de que mi verdadera pasión estaba en la educación. Había un sueño desde niña ser maestra, pero una y otra vez me sugería estudiar otra cosa y de pronto me dejé llevar. Pero gracias a Dios encontré mi norte y estoy profundamente agradecida con Dios y la vida por brindarme la posibilidad de cumplir mi misión de vida.

10. Mentor: ¿Cuáles son sus expectativas frente al aprendizaje del inglés?

Teacher: Mis expectativas frente al aprendizaje del inglés son muy positivas. Me siento muy motivada a involucrarme en este proceso de aprendizaje y seguir mejorando mi nivel y mis conocimientos de un idioma que me apasiona y me interesa desde hace mucho tiempo.

Mentor: Gracias mil de antemano por tu valiosa ayuda.

Teacher: Miss Elena mi cariño y gratitud para usted siempre. Un abrazo. Seguimos en contacto, disponible para lo que necesite.

## Appendix B

### Lesson Plan- Class observation 1

Profesor:			
Nivel/ Programa:	Tercero A	Lugar:	
Número de estudiantes:	24	Fecha:	
Unidad/Tema:	FAMILY		
<b>Objetivos:</b>			
At the end of this lesson, the students will be able to...			
Identify and pronounce the family vocabulary correctly.			
Al finalizar la lección, los estudiantes estarán en capacidad de...			
Identificar y pronunciar correctamente el nombre de los miembros de una familia			
<b>Objetivos personales:</b>			
-Lograr que los estudiantes identifiquen y pronuncien adecuadamente los nombres de los miembros de una familia			
-Animar a los estudiantes a utilizar cotidianamente el vocabulario.			
-Fortalecer en los estudiantes el aprendizaje de la segunda lengua.			
<b>Conocimiento previo de estudiantes acerca del tema :</b>			
<ul style="list-style-type: none"> <li>- Se muestran diferentes flashcards con imágenes referentes al tema y se les pregunta: Reconoces esta persona? Who is? Esto a fin de conocer que tanto vocabulario manejan respecto al tema.</li> </ul>			
<b>Materiales:</b>			
<ul style="list-style-type: none"> <li>- Flashcards</li> <li>- Material concreto – cartuchera, útiles</li> <li>- Fotocopias de la las actividades, colores, tablero y marcadores.</li> </ul>			
<b>Etapas</b>	<b>Objetivo</b>	<b>Procedimiento Actividades</b>	<b>Tiempo e interacción</b>
Circle time	Introducirlos en un ambiente propicio para el aprendizaje a través de	<ul style="list-style-type: none"> <li>- Greeting: - good morning- how are you today? ( stand up- sit down)</li> <li>- Date:</li> <li>- What day is today? Today is...Friday, November 8 2019</li> </ul>	10 minutos.

	preguntas que logren ubicarnos y ubicar a los estudiantes en el proceso que inicia, fomentar y fortalecer en ellos el uso cotidiano de vocabulario.	<ul style="list-style-type: none"> <li>- What day was yesterday? Yesterday was...</li> <li>- What day will be tomorrow? Tomorrow will be...</li> <li>- How is the weather today?</li> </ul>	
Warm up	-Identificar que tanto vocabulario manejan respecto al tema.	<ul style="list-style-type: none"> <li>- Se muestran diferentes flashcards con imágenes referentes al tema y se les pregunta: ¿Cuál Es el tema?</li> <li>- Who is?</li> </ul>	10 minutos.
Presentation	-Fortalecer en los estudiantes la adquisición y utilización de vocabulario de uso cotidiano	-presentar un listado de palabras ( vocabulario) Practicar la pronunciación y significado de estas por medio de la repetición y visualización del objeto mencionado, monitoreando la participación de todos los estudiantes en el proceso.	25 minutos
Practice	Verificar que los estudiantes asimilaron el vocabulario utilizado.	Seguidamente la docente entrega a los estudiantes el nombre de los miembros de la familia en inglés y a otros la imagen que lo representa para que pasen al tablero y los coloquen organizados uno frente al otro. Con estas imágenes se aprovecha para recordar el vocabulario pasado relacionado con descripciones, luego se organizan en un cuadro teniendo en cuenta si el miembro es hombre o mujer Male (boys) female (girls)	20 minutos
Production	Crear objetivo	<i>Worksheet: En una bolsa a manera de sorteo deben elegir un número del 1 al 10 para realizar un escrito acerca del miembro de la familia que se elija. Por ejemplo quienes saquen 1 deben escribir acerca de la madre de la descripción, 2 acerca del padre, etc.</i>	25
Homework		Los estudiantes traen una fotografía de su familia y realizan una descripción, atendiendo al modelo sugerido por la docente.	

### Lesson Plan- Class observation 2

Profesor:			
Nivel/ Programa:	Tercero A	Lugar:	
Número de estudiantes:	24	Fecha:	
Unidad/Tema:	Living things and non-living things		
<b>Objetivos:</b>			
At the end of this lesson, the students will be able to... Identify living things and non-living things in their environment Al finalizar la lección, los estudiantes estarán en capacidad de... Identificar seres vivos y seres no vivos de su entorno			
<b>Objetivos personales:</b>			

-Lograr que los estudiantes reconozcan seres vivos y no vivos de su entorno -Animar a los estudiantes a utilizar cotidianamente el vocabulario. -Fortalecer en los estudiantes el aprendizaje de la segunda lengua.			
<b>Conocimiento previo de estudiantes acerca del tema :</b>			
- Se les pregunta qué les sugiere el título “Living things and non-living things” - Esto a fin de conocer que tanto vocabulario manejan respecto al tema.			
<b>Materiales:</b>			
- Flashcards - Material concreto – cartuchera, útiles - Fotocopias, colores, tablero y marcadores.			
<b>Etapa</b>	<b>Objetivo</b>	<b>Procedimiento Actividades</b>	<b>Tiempo e interacción</b>
Circle time	Introducirlas en un ambiente propicio para el aprendizaje a través de preguntas que logren ubicarnos y ubicar a los estudiantes en el proceso que inicia, fomentar y fortalecer en ellos el uso cotidiano de vocabulario.	- Greeting: - good morning- how are you today? ( stand up- sit down) - Date: - What day is today? Today is...wednesday, November 13 2019 - What day was yesterday? Yesterday was... - What day will be tomorrow? Tomorrow will be... - How is the weather today? - Sing songs (Good morning, good morning) - (Old Mac Donald had a farm....) - (Head – shoulders – knees and toes)	10 minutos.
Warm up	-Identificar que tanto vocabulario manejan respecto al tema.	- Se recuerda el vocabulario empleado en la clase anterior sobre la familia - Se muestra el título de la actividad “Living things and non-living things” y se les pregunta: ¿Cuál Es el tema?	10 minutos.
Presentation	-Fortalecer en los estudiantes la adquisición y utilización de vocabulario de uso cotidiano	-presentar las características de los seres vivos y luego de los no vivos. Colocar una imagen representativa de cada grupo y a manera de diagrama colocar alrededor dichas características. Facilitar una copia con esta información para lograr mayor apropiación y para que quede a manera de consigna. Practicar la pronunciación y significado de estas por medio de la repetición y visualización del objeto mencionado, monitoreando la participación de todos los estudiantes en el proceso.	25 minutos
Practice	Verificar que los estudiantes asimilaron el	Se le pide a un estudiante recapitular lo explicado, siguiendo las características antes mencionadas. Se aprovecha para	20 minutos



	vocabulario utilizado.	reafirmar el vocabulario relacionado con las características de los seres vivos y no vivos.	
Production	Crear objetivo	<i>Worksheet: la docente entrega a los estudiantes una copia en la que deben clasificar de acuerdo al conocimiento adquirido, los objetos en vivos y no vivos, atendiendo a sus características. Se va monitoreando el progreso en su desarrollo y se le pide a un grupo que pase a dar solución para que el resto de la clase verifique si está bien. Se reitera el uso del vocabulario</i>	25 minutos
Homework			

### Lesson Plan- Class observation 3

Profesor:			
Nivel/ Programa:	Tercero A	Lugar:	
Número de estudiantes:	24	Fecha:	
Unidad/Tema:	PARTS OF ADDITION		
<b>Objetivos:</b>			
At the end of this lesson, the students will be able to...			
Identify the parts of the addition in English			
Al finalizar la lección, los estudiantes estarán en capacidad de...			
Identificar las partes de la adición en inglés			
<b>Objetivos personales:</b>			
-Lograr que los estudiantes reconozcan las partes de la adición en inglés			
-Animar a los estudiantes a utilizar cotidianamente el vocabulario.			
-Fortalecer en los estudiantes el aprendizaje de la segunda lengua.			
<b>Conocimiento previo de estudiantes acerca del tema :</b>			
<ul style="list-style-type: none"> <li>- Se les pregunta qué les sugiere el título "Parts of addition"</li> <li>- Esto a fin de conocer que tanto vocabulario manejan respecto al tema.</li> <li>- Se recuerdan las partes de la adición en español y su equivalente en inglés.</li> </ul>			
<b>Materiales:</b>			
<ul style="list-style-type: none"> <li>- Flashcards</li> <li>- Material concreto – cartuchera, útiles</li> <li>- Actividades de suma para escribir las partes de la adición, colores, tablero y marcadores.</li> </ul>			
<b>Etapas</b>	<b>Objetivo</b>	<b>Procedimiento Actividades</b>	<b>Tiempo e interacción</b>
Circle time	Introducirlos en un ambiente propicio para el aprendizaje a través de preguntas que logren ubicarnos y ubicar a los estudiantes en el	<ul style="list-style-type: none"> <li>- Greeting: - good morning- how are you today? ( stand up- sit down)</li> <li>- Date:</li> <li>- What day is today? Today is...Thursday, November 14 2019</li> <li>- What day was yesterday? Yesterday was...</li> </ul>	10 minutos.

	proceso que inicia, fomentar y fortalecer en ellos el uso cotidiano de vocabulario.	<ul style="list-style-type: none"> <li>- What day will be tomorrow? Tomorrow will be...</li> <li>- How is the weather today?</li> <li>- Sing songs (Good morning, good morning)</li> <li>- (Old Mac Donald had a farm....)</li> <li>- (Head – shoulders – knees and toes)</li> </ul>	
Warm up	-Identificar que tanto vocabulario manejan respecto al tema.	<ul style="list-style-type: none"> <li>- Se recuerda el vocabulario empleado en la clase anterior sobre living things and non-living things</li> <li>- Se muestra el título de la actividad “Parts of addition” y se les pregunta: ¿Cuál Es el tema?</li> </ul>	10 minutos.
Presentation	-Fortalecer en los estudiantes la adquisición y utilización de vocabulario de uso cotidiano	<p>-presentar un problema en inglés y con ayuda de dibujos en foamy (flores) dar a conocer las palabras nuevas <del>que el docente sabe que aún el grupo no maneja para proceder a entender el mismo.</del></p> <p>Practicar la pronunciación y significado de estas por medio de la repetición y visualización del objeto mencionado, monitoreando la participación de todos los estudiantes en el proceso.</p> <p>Proceder a emplear para la solución del problema las partes de la suma a saber: Plus, addends, sum, thousands, hundreds, tens, ones)</p>	20 minutos
Practice	Verificar que los estudiantes asimilaron el vocabulario utilizado	Se le pide a un estudiante recapitular lo explicado, siguiendo los partes antes mencionadas. Se aprovecha para reafirmar el vocabulario relacionado con partes de la adición: Plus, addends, sum, thousands, hundreds, tens, ones)	10 minutos
Production	Crear objetivo	<b>Worksheet:</b> la docente entrega a los estudiantes en parejas unas sumas para ser resueltas por ellos anotando en inglés cada una de sus partes. Se va monitoreando el progreso en su desarrollo y se le pide a un grupo que pase a dar solución para que el resto de la clase verifique si está bien. Se reitera el uso del vocabulario	25 minutos

#### Lesson Plan- Class observation 4

Profesor:			
Nivel/ Programa:	Tercero A	Lugar:	
Número de estudiantes:	24	Fecha:	
Unidad/Tema:	WORD ADDITION PROBLEMS		
Objetivos:			

<p>At the end of this lesson, the students will be able to...</p> <p>Apply the steps to solve a problem situation in a foreign language</p> <p>Al finalizar la lección, los estudiantes estarán en capacidad de...</p> <p>Aplicar los pasos para resolver una situación problema en una lengua extranjera</p>			
Objetivos personales:			
<p>-Lograr que los estudiantes apliquen los pasos conocidos en la solución de problemas</p> <p>-Animar a los estudiantes a utilizar cotidianamente el vocabulario.</p> <p>-Fortalecer en los estudiantes el aprendizaje de la segunda lengua.</p>			
Conocimiento previo de estudiantes acerca del tema :			
<ul style="list-style-type: none"> <li>- Se les pregunta qué les sugiere el título “Word addition problems”</li> <li>- Esto a fin de conocer que tanto vocabulario manejan respecto al tema.</li> <li>- Se recuerdan los pasos para resolver problemas matemáticos en español y su equivalente en inglés.</li> </ul>			
Materiales:			
<ul style="list-style-type: none"> <li>- Flashcards</li> <li>- Material concreto (botellas de agua, dulces, palillos, bandeja) – cartuchera, útiles</li> <li>- Fotocopias de la las actividades, colores, tablero y marcadores.</li> </ul>			
Etapa	Objetivo	Procedimiento Actividades	Tiempo e interacción
Circle time	Introducirllos en un ambiente propicio para el aprendizaje a través de preguntas que logren ubicarnos y ubicar a los estudiantes en el proceso que inicia, fomentar y fortalecer en ellos el uso cotidiano de vocabulario.	<ul style="list-style-type: none"> <li>- Greeting: - good morning- how are you today? ( stand up- sit down)</li> <li>- Date:</li> <li>- What day is today? Today is...Friday, November 15 2019</li> <li>- What day was yesterday? Yesterday was...</li> <li>- What day will be tomorrow? Tomorrow will be...</li> <li>- How is the weather today?</li> <li>- Sing songs (Good morning, good morning)</li> <li>- (Old Mac Donald had a farm....)</li> <li>- (Head – shoulders – knees and toes)</li> </ul>	10 minutos.
Warm up	-Identificar que tanto vocabulario manejan respecto al tema.	<ul style="list-style-type: none"> <li>- Se muestra el título de la actividad “Word addition problems” y se les pregunta: ¿Cuál Es el tema?</li> <li>- Como se sabe que los problemas serán de adición, se les recuerda el vocabulario empleado en la clase anterior sobre las partes de la adición.</li> </ul>	10 minutos.

Presentation	-Fortalecer en los estudiantes la adquisición y utilización de vocabulario de uso cotidiano	<p>-presentar un problema en inglés y con ayuda de flash card dar a conocer las palabras que el docente sabe que aún el grupo no maneja para proceder a entender el mismo.</p> <p>Practicar la pronunciación y significado de estas por medio de la repetición y visualización del objeto mencionado, monitoreando la participación de todos los estudiantes en el proceso.</p> <p>Proceder a seguir los pasos para la solución de problemas a saber:</p> <ol style="list-style-type: none"> <li>1. Understand the problema</li> <li>2. Device a plan</li> <li>3. Carry out the plan</li> <li>4. Look back</li> </ol> <p>Llevar a cabo cada paso para lograr dar solución a la situación.</p>	20 minutos
Practice	Verificar que los estudiantes asimilaron el vocabulario utilizado	<p>Se le pide a un estudiante recapitular lo explicado, siguiendo los pasos antes mencionados. Se aprovecha para recordar el vocabulario pasado relacionado con partes de la adición:</p> <p>Plus, addends, sum, thousands, hundreds, tens, ones)</p>	20 minutos
Production	Crear objetivo	Worksheet: la docente entrega a los estudiantes en parejas un problema relacionado con suma para ser resuelto por ellos siguiendo los pasos antes mencionados. Se va monitoreando el progreso en su desarrollo y se le pide a un grupo que pase a dar solución para que el resto de la clase verifique si está bien. Se reitera el uso del vocabulario pasado	25 minutos

## APPENDIX C

### Transcription: Lesson 1

1. T: Good morning class  
Ss: Good morning teacher
2. T: How are you today?  
Ss: I am fine thank you, and you.

(The teacher writes the date on the board: Today is Friday, November 8 2019)

Ss: Teacher today is Friday, eight November 2009

3. T: ¡Así es, Oscar! ¡Muy bien! ¿Pueden decirme ehhhh Who is? ¿Quién es? (Showing Homer's picture)  
Ss: Homero, ese es Homero Simpson
4. T: Homer, Good! Is Homer Simpsons! Verdad? Y who is? (Showing March's picture)  
S: Profe es March Simpson, la mamá de los Simpson
5. T: Ok! March Simpsons... is good! And Who is? (Showing Barth's picture)  
S: Profe, Barth, ese es Barth Simpson, un niño travieso  
S: Teacher, ese es Barth Simpson
6. T: Ok, Federico! Good! es Barth Simpsons. Who is? (Showing Lisa's picture)  
S: Ella es Lisa.
7. T: ¡Excelente! Lisa Simpson. ¡Bien! Sergio! Eh hh y Who is? (Showing Maggie's picture)  
S: Es la bebé Simpson. ¡Profe!  
S: ¡Maggie! Natalia, se llama Maggie!  
S: Teacher, es la más pequeña de los Simpson.
8. T: ¡Ok, Ok! ¡Bien! ¡Excelente! This is Family Simpson. ¿Qué les sugieren estas imágenes?, a ver chicos ¿Cuál creen ustedes que será el tema de la clase de hoy?  
Ss: Los Simpson, un programa de TV.
9. T: ¡Bien! Los Simpson, pero ¿Qué son ellos? ¿Ellos son una... una qué? Son una fa...  
S: Familia  
S: una familia, profe
10. T: ¡Muy bien! Una familia y ¿Cómo decimos familia en inglés? (Showing the Simpsons Family picture to the students)  
S: Family, Family  
S: Familia, la familia profe.
11. T: Excelente, Family, decimos family in English! ¡Ok! ¿verdad? ¡Muy bien! Chicos vamos ahora a observar la relación que hay entre los miembros de esta familia, ¿Ok? The family members? Ok, Ahora, vamos a identificar cual es la relación existente entre cada uno de los Family member, ¡verdad! miembros de la Familia Simpson. Por ejemplo, Homer is Barth's father y March is Barth's mother. ¿Está claro?  
Ss: ¡si, profe!  
S: sí, sí
12. T: ¡Ok! ¡Excelente! ¡Por favor, chicos, shhhhhh, silencio! Por favor, todos repitan después de mí. Mother (the teacher writes a vocabulary list with the family member and shows March's picture to the students)  
Ss: Mother
13. T: Father (the teacher shows Homer's picture to the students)  
Ss: Father
14. T: Daughter (the teacher shows Lisa's picture to the students)  
Ss: Daughter
15. T: Son (the teacher shows Barth's picture to the students)  
Ss: Son
16. T: Grandmother (the teacher shows Mona's picture to the students)  
Ss: Grandmother
17. T: Grandfather (the teacher shows Abraham's picture to the students)  
Ss: Grandfather
18. T: Aunt (the teacher shows Selma's picture to the students)

- Ss: Aunt
19. T: Uncle (the teacher shows Herb's picture to the students)  
Ss: Uncle
20. T: Baby (the teacher shows Maggie's picture to the students and have students repeating the vocabulary list written on the board)  
Ss: Baby
21. T: ¡Excelente! ¡Ok! ¡Ok! Ahora vamos a observar cuidadosamente las imágenes que he pegado en el tablero, en el board, y vamos a poner al frente de cada imagen el miembro de la familia que corresponda, esto es un Family tree, ¿verdad? un árbol familiar, ¿Qué es Sebastian?  
S: Un árbol de la familia
22. T: Exacto, ehhhh, Sebastián, es un árbol familiar, ehhhh un family tree. ¿Y qué tenemos que hacer con estos rótulos de cartulina que contienen los nombres de los miembros de la familia?, los family members. Dinos, por favor, ¿Qué debemos hacer? A ver...  
S: Este, mmmm debemos unir los rótulos de los nombres con las imágenes de los Simpson, profe.  
S: Hay que unir, profe profe, hay que unirlos
23. T: ¡Así es! Muy bien Sebastián y Federico, debemos relacionarlos con las imágenes que representan los miembros de la familia Simpson. Por ejemplo, Esta es March, ¿verdad? (pointing out the board) entonces yo voy a ubicar la palabra mother al frente de March, ¿verdad? ¿entendido?  
Ss: siiii, señora, si profe!  
S: si, profe!
24. T: ¡Ok! ¡Ok! Un voluntario, por favor, un voluntario que venga al tablero y realice la segunda imagen, que ubique el segundo rótulo, por favor. A ver, Oscar...  
S: (the student Walks to the board and takes one of the label to place it next to the right picture)
25. T: Who is? Mariana?  
S: Homero, el father
26. T: Bien! Muy bien! Repitan después de mi: March is Barth's mother (The teacher asks students to repeat each sentence while she writes it on the board)  
S: March is Barth's mother
27. T: Homer is Barth's father  
S: Homer is Barth's father
28. T: ¡Excelente! Otro voluntario, por favor, Maura, ¿tú vienes? Who is?  
S: Lizza, ella es Lizza, profe
29. T: ¡Ok! ¡Ok! Ahora dime la expresión completa, por favor, como en el anterior ejemplo, Maura, vamos a ver  
S: Lisa is sister
30. T: Lisa is sister
31. T: ¡Ok! Lisa is Barth's sister, repite después de mí, por favor,  
S: Lizza is Barth's sister.
32. T: ¡Bien! por favor, chicos, repitan todos: Lizza is Barth's sister. ¡Bien!  
Ss: Lizza is Barth's sister.
33. T: ¡Excelente!  
S: Profe, yo quiero pasar al tablero, yo paso  
S: Profe, profe, profe y voy después (Noyse)

34. T: ¡Ok! Vamos a ver, sigues tú, Matias y después Diego  
S: ¡Y yo! (many students raising their hands)
35. T: Ok, Ok, después vas tú, Sarah, después Andrés y finalmente Luis Daniel. ¿De acuerdo?  
S: Si, profe
36. T: Ok! repitan, por favor, después de mí:
37. T: Barth's is Lizza's brother  
S: Barth's is Lizza's brother
38. T: Herm is Homer's brother  
S: Herm is Homer's brother
39. T: Selma is March's sister  
S: Selma is March's sister
40. T: Mona is Barth's grandmother  
S: Mona is Barth's grandmother
41. T: Abraham is Lizza's grandfather  
S: Abraham is Lizza's grandfather
42. T: Muy bien hecho chicos, excelente! Ahora vamos a clasificar los family members de acuerdo con el género. André, que quiere decir clasificar los family members de acuerdo con el género, a ver?  
S: Clasificarlos por el género.
43. T: Exactamente, ¿pero a que se referirá la palabra género? ¿A ver quién me puede decir? Ehhhh bueno, género es masculino y femenino. En ingles males y female (mispronounced). Repitan conmigo: male y female (the teacher writes on the board: Male/ Female). Por ejemplo, Mona is female, entonces yo la ubico aquí de este ladito. ¡Bien! ¿Comprenden? Entonces, Abraham es un male, ¿dónde debo ubicarlo? ¿A ver?  
S: En la de male (mispronounced)
44. T: ¡Muy bien Federico! En Male. Male. Mientras que sus compañeros realizan esta actividad en el tablero, ustedes van haciéndolo en su cuaderno de inglés, por favor. ¿Entendido? ¡Bueno!  
Ss: (students say yes)
45. T: ¡Bueno! ¡Bueno! ¡Ok! Vamos a recordar el vocabulario de la clase anterior: beautiful, ugly, tall, short, fat/chubby, thin, old, Young, blonde/blonde. (The teacher paste some small vocabulary flashcard with the adjectives on the board).

### **Transcription: Lesson 2**

1. T: Good morning class  
Ss: Good morning teacher
2. T: How are you today?  
Ss: I am fine thank you, and you.
3. T: I am fine, thank you! Sit down, please!  
S: Thank you, teacher.
4. T: What date is today?  
Ss: Today is Wednesday. November, 13<sup>th</sup> 2019
5. T: Good! Hoy vamos a trabajar una lección que se titula living things and nonliving things. (The teacher writes the title of the lesson on the board)

6. T: Living things and nonliving things a ver chicos ¿Cuál sería el significado para esto en español?  
S: Tiene una habitación tiene
7. T: Una habitación, ¿A ver qué dice?  
S: Habitación  
S: Cosas ligeras
8. T: Habitación que más sería  
S: No tiene habitación
9. T: Okay, ¿qué otra? Okay  
S: Si le quitamos el no sería tiene habitación
10. T: Tiene salas o no tiene salas...mmmmmmmm Seguimos pensando  
S: Qué tiene vida y no tiene vida
11. T: Qué tiene vida y no tiene vida, ¡muy bien! Maura... living things: cosas que tienen vida, Federico y nonliving things  
S: Cosas que no tienen.
12. T: Cosas inanimadas, que no tienen vida (pointing out the titles on the board).  
S: como en naturales
13. T: Vamos a escuchar, como dice la Miss Elena, one by one.  
S: What?
14. T: One by one. Si yo quiero ubicar esta imagen de acuerdo a lo que ya hemos conversado, esta imagen la debo colocar living things or non living things (showing a picture of some animals to the students)  
Ss: Living things
15. T: Living things, repitan: living things  
S: Living things  
S: Señó
16. T: ¿Quiénes son esos?  
Ss: Animals
17. T: ¿Quiénes son esos?  
S: Animales
18. T: Verdad animals, animals, y por aquí tenemos del otro lado non living things  
S: Cómo no living things and living things?
19. T: que tienen vida y que no tienen vida  
S: Profe los árboles tienen vida
20. T: Mmmm... yes?  
S: Los árboles tienen vida y
21. T: Esos no son árboles, esos son balloons, balloons, balloons nos vamos a sentar ahorita no nos podemos levantar. (showing a picture) Bien! Vamos a ir colocando características de cada uno de los grupos bien  
S: De tiger, the tiger, tiger breath
22. T: Repeat after me, breath (miming)  
S: Breath



23. T: ¿Qué querrá decir eso en español?  
S: Respirar
24. T: excelente bien, ¡Okay! Characteristic of living things is  
S: Comen
25. T: Comer ¿verdad? las personas tienen vida pueden respirar y comer a ver in English  
S: Profe las personas que tienen vida también se puede mover no se  
S: Reproducen crecen crecen  
S: Teacher y los seres vivos También tienen partes del cuerpo
26. T: Perfect! Okay!  
S: Die
27. T: Ok, die. Vamos a repetir las características que tenemos aquí in English Okay feel, ¿Qué significa feel en español?  
S: Como royal films
28. T: jajajajaja Como Royal Films  
S: Frio
29. T: No, feel love, ehhe love (Miming)  
S: Amor
30. T: Amor, amar verdad eso que es  
S: Sentimiento
31. T: Sentimiento verdad entonces feel son sentimientos, verdad okay pueden sentir, pueden sentir  
S: El dolor
32. T: Breath breath (Miming the action and showing a picture)  
S: Respirar
33. T: Respirar, eat comer, Sebastián Morales (Miming the actions and showing the pictures)  
S: Move, move
34. T: Move verdad, también dijeron este, move (miming)  
S: Caminar  
S: Caminar
35. T: Die morir que es, die que es morir. reproduce  
S: Se reproducen
36. T: Se reproducen, grow qué será Grow Grow? (Miming the action and showing a picture)  
S: Que crecen.
37. T: Grow que crecen, ¡muy bien! Mientras que las cosas que no se pueden mover  
S: Profesora, profesora si se puede mover los globos, los globos se puede mover los globos, se puede mover
38. T: Don't grow, Don't grow (mispronounced)  
S: No caminan, no caminan  
S: No crecen
39. T: No crece muy bien

S: No respiran

S:s No come, no comen, no se reproducen profe, no se reproducen (many students talking at the same time)

40. T: Don't eat don't eat

S: No siente no siente si está vivo no habla

41. T: Shhhhhhh. Silent please! Sé que están muy motivados en el tema, sé que quieren participar, pero hagámoslo siguiendo las reglas de la clase, en orden ¿de acuerdo?

S: Teacher ellos si se pueden morir cuando les cae un bloque encima y se destruyen po

42. T: Pero no morir como lo hacen los humanos, Federico; o sea nosotros podríamos decir, podríamos decir de alguna manera qué qué los objetos inanimados pues pues... podrían tener esta característica, pero en la realidad en lo real pues no lo es, porque ninguno, un globo no puede nacer; porque hay si tú puedes decir hay si que lo sople pero eso no es un nacimiento, si? o morir porque lo espiché, sí, pero eso no es una muerte eso, eso fue que se dañó.

S: Profe die, die,

S: Profe

43. T: Okay, Okay, Okay, don't move

S: Profe, pero luego si se puede mover

S: Profe si se mueven los globos si se pueden mover

44. T: Pero por si mismos no, no por sí mismos no, no se puede mover.

S: Profe, Don't die

45. T: Don't die, excellent! (The teacher is writing on the board)

S: Señor

46. T: Bien perdón no es no es bien bueno para reforzar ahorita voy a entregarle a cada uno una copiesita

S: No, yo no quiero examen

47. T: Noooo, para recordar las características, characteristics of living or nonliving things. One characteristic for living things.

S: Los árboles no se mueven

48. T: Federico, dime one characteristic of living things

S: Profe, profe... No, don't mover, los árboles no se mueven

49. T: Living things, living things

S: Teacher, teacher, teacher, grow grow

50. T: Crecer, crecer

S: ¿Profe y que es esto?

51. T: Una roca, rock, rock

S: Los árboles no se mueven

S: Es cierto, es cierto, profe los arboles no se mueven

52. T: Okay, no se mueven, pero sus hojas si, si, si ehhhh

S: Ahora sí, ¡profe!

53. T: Se desplazan hacia el sol para para nutrirse para la fotosíntesis y todo eso y eso, eso es un movimiento.

S: Profe si se mueven

54. T: Mafe te pedi que me respondieras. Bien! Please, repeat after me living  
S: Living living lo que está en la parte de Livingston que
55. T: Vamos a decir en inglés lo que ya lo sabemos tiger  
S: Tiger
56. T: Rock  
S: Rock
57. T: Human  
S: Human
58. T: People  
S: People
59. T: Bird  
S: Bird
60. T: Bird, OK! Okay characteristic one characteristic, grow, breath, move and reproduce, repeat after me, reproduce. (Miming the actions)  
S: Reproduce
61. T: Reproduce ok, Non living things clock rock balloon book hammer bien!  
S: Y bolso
62. T: Characteristics is don't grow, don't move, don't breath, don't breath and don't reproduce (T shows pictures to the students)  
S: Profe faltó
63. T: Thank you, Mara Ok, bien! It's clear? Está claro?  
S: Yes, yes,
64. T: Pero contraído lo decimos así don't grow don't eat don't move don't die don't breath don't reproduce y don't feel pero también es otra característica que le podemos agregar bien también les he traído este worksheet ahorita la podemos colorear y lo vamos a pegar en nuestro cuaderno.  
S: No cabe
65. T: No, lo doblan living things, si en el cuaderno de inglés que están manejando ahora, ¡Okay!  
S: ¿Profe, escribo mi nombre?
66. T: Living things, que aparece ahí en los living things  
S: People, animals and plants people
67. T: People, animals y plants verdad? And plants. People , animals and plants  
S: ¿Teacher podemos colorearlo?  
S: Sergio Ruiz tienes un sacapuntas que me prestes
68. T: Sí pero ahorita  
Ss: (Incomprehensible noise)
69. T: ¡Bien! lo pueden ir coloreando
70. T: ¿Ya todos tienen? ¡Bien! No living things, natural or manmade. ¿que quiere decir man made?  
S; Hecho por el hombre
71. T: Hecho por el hombre. Good ehh Gabriel. Natural?

S: De la naturaleza

72. T: De la naturaleza, ¿cierto? Ok!

73. T: What is The Meaning of tower in Spanish?

S: Torre

74. T: Torre, okay

S: Torre Eiffel

75. T: Si no tiene vida, pero es natural verdad, sun, ehheh rocks, sky

S: ¿Sky no tiene vida, profe?

S: Las plantas no hablan

76. T: Bien! ¡Bien! Ahora, ahora vamos a trabajar

S: Nombre profe....

77. T: Ahora vamos a trabajar ahí no tienen que hacer mayor cosa simplemente recapitular lo que se ha explicado en el tablero por eso es una información que tú vas a tener tu cuaderno, a manera de consigna, para que tú sepas qué fue lo que dimos en la clase de hoy. ¿Si tu mama te pregunta en la clase de hoy, Federico qué dieron en inglés? ¿Qué le puedes decir?

S: Yo le muestro esto

78. T: ¿Y qué le vas a explicar?

S: ¿Profe, hay que recortar esto?

S: De los, de los animales de thinguer things y no...

79. T: ¿Living things or non living things y qué le vas a decir acerca de eso?

S: De los animales vivos y los animales...

80. T: No pero no animales porque no son animales

S: Seres

81. T: Son seres, seres vivos y seres no vivos

S: Seres, seres vivos y seres no vivos

82. T: De acuerdo a las imágenes que ustedes encuentren aquí abajito lo vamos a recortar y lo vamos a pegar en living things or nonliving things.

S: Profe

83. T: Ya te la voy a pasar, ya, ya te la voy a entregar

S: Que poco de hojas

S: Ahora si se parece a mi clase de inglés los sábados, todos los días me da como pava

84. T: Federico, qué, ¿qué debes hacer al recibir la copia, esta última?

S: Debo ponerme a recortar

85. T: ¿Sí? recortar par que?

S: ¿Recortamos todo?

S: Para poner las imágenes en los...

S: Teacher

S: En los, los que están vivos, los seres vivos y los seres no vivos

86. T: ¡Ok! okay okay (muchos hijos hablando) okay hay 10 profesores entregado las worksheets la profesora está entregando la

87. T: Anda Jeferson está dormido.

S: Jefferson, y debe, y debe ser el que estás cansado ¿Por qué? Porque se levantó a las cinco de la mañana para venir al colegio

88. T: A trabajar de acuerdo vamos a trabajar

Ss: (talking too much)

### **Transcription: Lesson 3**

1. T: Good morning class

S: Good morning teacher (students stand up to greet their teacher)

2. T: How are you?

S: Fine thank you, and you?

3. T: Fine, thank you! Sit down, please!

S: Thank you! (Students sit down)

4. T: You are welcome! (Silence)

5. T: ¿Están preparados para su clase de matemáticas en inglés?

S: Yes! Profe, ¿matemáticas en inglés?

6. T: Yes, Math in English, Math in English

7. T: What date is today? (T starts writing on the board)

S: Today is Wednesday

S: Thursday,

S: Wednesday

8. T: November

S: November

S: November thirteen

S: November fourteen. Twenty nine

9. T: Twenty nine

S: Teacher le falta la hora:

S: it's time is: eleven and nine

S: Eleven nine

S: Eleven nine

S: Eleven nine

10. T: What time is it?

S: Eleven and nine

S: Eleven and nine

S: Eleven and nine

11. T: eleven...

S: nine

S: and nine

12. T: Ok! Thank you. Ok! (Silence)
13. T: Hoy vamos a ver un tema relacionado con matemáticas que para ustedes ya es conocido pero que de alguna manera lo vamos a refrescar lo vamos a renovar porque le vamos a introducir la terminología en el habla inglesa. Vamos a hablar, vamos a tratar en la medida de lo posible a vincular nuestro vocabulario, ehhs esas expresiones matemáticas, ehhs de cómo lo dicen ellos en inglés, ¿verdad? Cuando hacen la operación que hoy vamos a realizar. Bueno, entonces, hoy veremos... (some students take their notebooks out) todavía no vamos a copiar nada ¿de acuerdo? necesito que estemos bien atentos y no vayan a copiar, sino... Pay attention.
- (T writes the title of the lesson on the board: Parts of Addition Equation).
14. T: Parts of Addition Equation
15. T: ¿Qué le sugiere esto parts of addition equation?  
S: Adicionar ecuaciones
16. T: Adicionar ecuaciones  
S: Partes de adicciones
17. T: Addition  
S: Fracciones equivalentes
18. T: ¿Fracciones equivalentes? ¿Partes de las qué? partes de las qué?
19. T: ¿de la adición y partes de la adición y a qué se parece la adición? a la suma Ok, veremos las partes de la suma. bien en español cuáles eran las partes de la suma,  
S: Suma resta
20. T: No, no, no partes de la suma... sumando  
S: Restando
21. T: Hay no en la suma  
S: Agregando
22. T: No la suma si yo te digo 4 más 1 entonces estas son  
S: Unidades
23. T: Sumando. Estamos hablando de las partes, ¿esto qué es? (T shows a flashcard with the symbol of addition)
24. T: Ok, el símbolo más
25. T: Resultado, sumando, Ok y aquí muy bien la suma o resultado y así es en español, pero hoy veremos en inglés cómo se dice sumando, como se llama al símbolo de la suma y como se dice resultado. Bien, yo tengo claro que ustedes manejan los números en inglés a la perfección.
26. T: That 's good! ¡Bien!
27. T: In my hands ehhs I have some bottles. Yes? (the teacher has some bottles in her hands to illustrate addition)

- S: Two bottles
28. T: Blue and Green, yes! Okay, Okay! in my right ehhe left, in my left right
29. T: ehhe how many ¿cuántas tengo aquí?
- S: Two
30. T: Two, verdad
31. T: ¿En total? In total se llamaría
- S: Three
32. T: Three, yes? ¡Bien! A ver Okay y agregamos aquí, voy a hacer...vamos a contar
- S: One, two,
33. T: Aquí tengo two
- S:T: One, two, three, in total?
- S: Five
34. T: Five, yes!
- S: Me lo regala, a mí el rojo...
35. T: ¡Bien! Quiero mostrarle visual veamos un problema... okay, (the teacher writes on the board and pastes a picture) Okay! ¿Qué tengo por aquí?
- S: Hay muchas flores
36. T: I have some flowers. What is the meaning in Spanish?
- S: Aquí hay muchas flores.
37. T: Ok! Okay! Vamos a pronunciar este número en inglés: two thousand two hundred thirty six
- S: Two thousand two hundred thirty-six
38. T: Mariana tú solita regálame el nombre de ese número en inglés, in English
- S: Two thousand two hundred thirty-six
- S: Profe, profe, profe, profe
- S: Miss
39. T: We have two thousand two hundred thirty three red flowers and okay two thousand four hundred fifty one yellow flowers (the teacher writes the problem on the board and uses a picture with flowers of different colors to illustrate it).
40. T: Can you tell me puedes tú decirme how many flowers are there in all?
- S: Teacher, ten, teacher
41. T: Yes! muy bien! vamos a empezar por ahí vamos, vamos a elaborar primero, a colocar estos numeritos en nuestra tabla de valor posicional thousands, y a qué se referirá thousand a las unidades de 1000, hundreds?
- S: A las unidades de 100
42. T: Exacto! a las centenas, ¿verdad? Tens?

- S: Diez,  
S: Decenas
43. T: A las decenas (showing her ten fingers)
44. T: Y ones? (showing one of her fingers)
- S: A las unidades
45. T: ¡Muy bien! Repeat after me, please! Thousand
- S: Thousands
46. T: Hundreds
- S; Hundrerds
47. T: tens
- S: Tens
48. T: And ones
- S: Ones
49. T: ¡Muy bien! ¡Muy bien! entonces vamos a representar estos números aquí en la table, ¡Okay! (pointing out the chart on the board and writing the mentioned numbers on the chart, in the correct column: Thousands- hundreds- tens- ones)
50. T: Two thousand
- S: Two thousand
51. T: two hundred
- S: Two hundred
52. T: Three tens
- S: Three tens
53. T: Six ones
- Ss: Six ones  
S: Teacher, teacher in Spanish is 2236 (dos mil doscientos treinta y seis)  
S: In English
54. T: Ok, in English
- S: Two thousand six hundred eighty seven
55. T: Okay! Bien, okay, okay! Está un poquito chiquito pero bueno... Ok, ¡Ok! Addends, this is addends, los sumandos los sumandos muy bien! Ok! Plus Como dijo Mariana plus is the addition sing, el signo de la suma and sum and sum.
56. T: Entonces six, six plus one
- S: Seven
57. T: is Equal, equal seven
- Ss: Igual, igual, igual
58. T: Equal, es el signo igual. emmmm, three plus five



- S: Eight (Coro)  
59. T: Equal eight, ok
- S: Eight  
60. T: Ok, two plus four
- S: Six  
S: Is four, four  
S: Four (Coro)  
61. T: Ahhh, Ok! another, another, another, se adelantaron
- (The teacher is writing on the board)  
S: Profe, yo sé:  
62. T: Ok!
- S: Four thousand six hundred eighty seven  
63. T: Yeah! Yes! Yes, yes
- S: Profe, ¡yo también!  
64. T: Bueno pues, ¿Qué quieres decir?
- S: Four thousand six hundred ... silence  
65. T: Eighty seven
- S: (repeat) eighty seven  
S: Profe Yo quiero decir  
66. T: Okay! sí Mariana
- S: Four thousand six hundred and eighty seven  
67. T: ¡Muy bien!
- S: Teacher me  
68. T: Ok!
- S: Forty two thousand sixty hundred eight seven  
69. T: Okay, Okay, ¡Muy bien! plus addition sign is plus, plus addition sign is plus
- S: Plus  
70. T: ¿Ehh sum is... es el resultado, ¿verdad? Y addends
- S: Sumandos  
71. T: Los sumandos, muy bien. Equal sign?
- S: Igual  
72. T: Igual, ¡muy bien! ¡Ok! Bien. Entonces, ahora vamos a tener aquí unas operaciones que yo le voy a tener aquí unas operaciones que yo les voy a dar a algunos. ( teacher writes on the board)

73. T: Que triste Federico. Y cada quién lo va a decir cuando pasé por acá okay, bien, bien, para eso hay aquí otro material manipulable.  
S: Palillos
74. T: Y algo que les gusta mucho a ustedes. Ay, bueno no respondimos la pregunta. I have Cuántos.  
S: Four thousand six hundred eighty seven
75. T: Four thousand six hundred eighty seven flowers in all. In all, ¿qué significa?  
S: En total
76. T: En total, ¡muy bien! Pero in English, in English, in English in, English Okay  
S: Profe
77. T: Un voluntario (students raising their hands)  
S: Profe  
S: Teacher
78. T: Vamos a realizar, vamos a realizar esta operación. Entonces, primero va a colocar hundreds, thousands, tens, ones en el correcto lugar. Okay thousands, hundreds, tens ones, plus, yes, addends, what is the addends and sum. Ok,  
(A student goes to the board and start placing the vocabulary of the class flashcards on the right places)
79. T: What is the first number? First number? (Miming) por donde empieza la suma? ¿Cuál es el primer número que vas a sumar? Ok one, cual es el número ¿el primerito, el que vas a sumar Okay six, entonces aquí vas a tomar los dulcecitos, ¿Cuánto dulcecitos va a tomar y los vas a poner aquí?  
S: six t: six
80. T: Repeat, please: one  
S: One
81. T: Two  
S: Two
82. T: Three  
S: Three
83. T: Four  
S: Four
84. T: Five  
S: Five
85. T: And six  
S: Six
86. T: Six and three
87. T: One  
S: One
88. T Two

- S: Two
89. T: Three  
S: Three
90. T: What's the name parts of addition equation. ¿Esta parte como se llama in English?  
Partes de la suma  
S: Ones
91. T: Addends, addends, Ok  
S: Addends
92. T: Nine, nine is the sum, Ok! (There are many students up close to the whiteboard) Los demás se van a sentar por favor. Please, sit down! Please, sit down!  
S: Teacher  
S: Teacher
93. T: Bien, bien! Ok nine, one plus three three equal four six, ok! three thousand
94. T: Un aplauso para Emmanuel, ahorita seguimos, ahorita seguimos, bien  
S: Profe, déjenos
95. T: Ahorita seguimos  
S: Profe, profe, profe el palito
96. T: Okay, voy a recoger el vocabulario y ahora les voy a dar algunas para que las trabajen aquí en el cuaderno y ustedes solitos se apropien del vocabulario, de acuerdo, sin ayuda.
97. T: Entonces, vamos a recordar cómo se decía  
S: Thousands  
S: Hundreds
98. T: Las unidades de 1000  
S: Thousands thousands  
S: Hundreds
99. T: ¿Centenas?  
S: Hundred  
S: Centenas
- 100.T: ¿Centenas? ¿Ones?  
S: One sonos, ones (Coro) equal, equal, equal,  
S: Sum sum sum sum el el signo es resultado equal, equal.
101. T: El signo es igual pero el resultado no se llama equal. Y los sumandos? Addends (the teacher writes on the board)
102. T: Okay, bien, entonces (the teacher delivers a worksheet to the students and they should work in groups. She gives the instructions in Spanish), entonces, este grupito resuelve los cuatro y le colocan las partes, este grupito resuelven estas y le colocan las partes, ya les voy mandar, Okey, por aquí hay otro.  
S: Profe

103.T: Bien, ¿qué vamos a hacer? colocar las partes de la oración, ustedes, colocan las partes de la oración,

S: ¿Profe los dulces?

104.T: Ahora les damos los dulces, colocamos las partes de la oración in English Addition Equations colocamos las partes: Addens, Sum, Plus, Equal

S: Profe pero

S: Profe Óscar está comiendo (the teacher walks to the Whiteboard and asks a student about what they have to do)

105.T: Alexandra que tenemos que hacer (the teacher walks to the Whiteboard and erases it)

106. T: Alexandra que tenemos que hacer (the teacher asks in order to check student`s understanding)

107. T: Por eso hay que colocar las partes de la oración

(It is really noisy because students are working in groups and they are talking almost at the same time, it is very hard to understand What they say. The teacher walks around the classroom monitoring learner`s work and providing feedback.)

108. T: Ya les voy a pasar más, en ingles deben colocar las respuestas.

S: Señor

S: Profe, profe, Nathalia está llorando

109. T: ¿Por qué?

S: Porque no tiene grupo

110. T: ¿Pero y ella no esta en ese grupo?

S: Si

111. T: ¿Y por que no han empezado?

#### **Transcription: Lesson 4**

1. T: Good morning class

Ss: Good morning Miss

2. T: How are you?

Ss: I am fine thank you and you.

3. T: Sit down please

Ss: Thank you!

4. T: ¡Qué lindos! Y por qué no aprovechamos y cantamos la canción: "Good morning"?

5. (The teacher starts singing and Ss follow her singing at the time that they represent the song with some gestures).

6. T & Ss: Good morning, good morning, good afternoon. Good evening, good evening, good night, good night. Nice to meet you, nice to meet you too, good-bye, good-bye, see you...

7. T: Eso, qué lindos... los veo muy animados...

Ss: Profe la de Old McDonald también...

8. T: Ay, también... (SMILE) bueno cantemos...

Ss & T: Old McDonald had a far....

(T & Ss make gestures showing that they understand the lyrics of the song)

9. T: En la clase de hoy chicos, vamos a aprender ehh... a solucionar problemas, pero problemas que están planteados en inglés. Bueno, así como nosotros hemos resuelto problemas en español, hoy lo haremos en inglés. Quiero que alguien me haga el favor y me recuerde el primer paso que nosotros tenemos para resolver un problema...

Ss: la solución... la solución...

10. T: No, escuchen bien, cual es el primer paso que yo empleo para solucionar problemas...

S: Comprender...

11. T: Comprender... (aprobando con la cabeza) bien, comprender. En inglés, comprender significa: understand (good pronunciation) Repeat after me... understand (T writes on the board and pastes a picture that represents the step)

Ss: Understand

12. T: Ok, understand es similar a comprender. ¿La palabra comprender qué quiere decir?

S: Que yo lo analizo...

13. T: Que yo lo analizo (reinforce student's answer). Que yo lo comprendo, que yo lo entiendo, que sé, que sé qué es lo que me están preguntando. ¿De acuerdo? Bien, ese es el primer paso... entonces, el primer paso sería understand: entender el problema. El segundo paso cuál es... ya lo entendimos, ya lo comprendimos, ¿cuál es el segundo paso?

S: Realizar

14. T: ¿Cuál será?

S: Realizar

15. T: ¿Cómo lo vamos a realizar si apenas lo comprendimos?

S: Planeo

16. T: ¡Excelente!

S: Resuelvo

17. T: ¡Bien! Recuerden eso... Exacto, después resuelvo

S: ¡Compruebo!

18. T: ¡Y compruebo...Excellent! En el segundo... aquí devise a plan. Repeat: Devise a plan! (T writes on the board and pastes a picture that represents the step)

Ss: Devise aplan

19. T: ¡Ok! Llevo a cabo el plan. Es como yo le digo a ustedes a veces... si yo voy para la playa que hago antes de ir a la playa.  
S: incomprensible noise...
20. 20 T: Si voy para la playa busco  
S: La comida
21. T: La comida que voy a llevar. Pienso el outfit, si voy con gorra, si voy con tenis, entonces el primer paso devise a plan es cuando yo digo qué pienso hacer. ¿De acuerdo? ¿Si voy a hacer una qué?  
S: fiesta...
22. T: ¿Si estamos en una resolución de problemas que puedo hacer?  
S/T: Una suma, una resta, una multiplicación, una división ...
23. T: O qué es, Qué tengo que hacer, ahí apenas decido que tengo que hacer, qué voy a hacer verdad, y en el tercero como nos decía Federico, es...  
S: realizar
24. T: Llevar a cabo el plan, ¡verdad! Carry out the plan (T writes on the board and pastes a picture that represents the step) o sea llevar a cabo el plan. Repeat: carry out the plan  
Ss: Carry out the plan
25. T: Ok! Miss, Pasos?  
Miss Elena C: Steps"
26. T: Bien, y el último.... Comprobar. Entonces es in English: Look back. (T writes on the board and pastes a picture that represents the step)  
S: Profe comprobar si está bien
27. T: Look back ...Revisar que está bien, ¿y si ese problema no está bien... qué debo hacer? Entonces hay que volver al primer paso. De acuerdo? Entonces in English is: understand the problem, devise the plan, carry out the plan, and look back (Miming).
28. T: Hoy veremos Addition Word problems... a qué se referirá Addition Word problem?  
Ss: Adiciones
29. T: Problemas de adicción. Entonces de alguna manera hoy tenemos el camino fácil, ¿verdad? porque desde ya sabemos, de alguna manera, que los problemas que están propuestos a qué se referirán...  
S: A suma
30. T: A suma, ¿verdad? Addition lo vimos ayer y era...  
S: suma
31. T: de acuerdo. Entonces vamos a ver una situación problema y la vamos a analizar juntos y después cada uno tendrá la oportunidad de realizarla con un compañero, Ok!.
32. T: ¿El vocabulario que aprendimos ayer quien me lo puede ayudar a recordar?  
S: yo... Sum
33. T: sum (writing on the board) Ok!

S: Hundred

34. T: ¿Qué es Sum.

S: El resultado

35. T: El resultado, ¡Muy bien!

S: Addends

36. T: Addends ¡Muy bien!

S: Hundred (Insists)

37. T: Ok!

S: Hundreds (Insists)

S: Hundreds (Insists)

S: teacher

38. T: Addends, ¿Qué era addends?

S: Sumandos

39. T: Los sumandos ¡Muy bien!

S: Hundred

40. T: Hundreds, ¿Qué era hundreds?

S: Unidad de mil

41. T: Hundreds?

S: Unidad de cientos...

42. T: Centenas, ¿de acuerdo?

S: Thousands, unidad de mil

43. T Unidades de mil

S: Tens

44. T:Tens

S: Decenas

45. T: Decenas

S: Ones

46. T: Ones

S: Unidad

47. T: Unidades

48. T: ¿Y el resultado?

S: Plus?

Ss: Equal

Ss: Equal

Ss: Equal

Ss: Equal

49. T: Plus, ¿Qué significa plus?

S: Plus el signo más

50. T: ¿Equal?

S: Igual

S: El signo igual-

51. T: ¡Maravilloso! Ustedes son unos estudiantes estrellas, qué chévere” tenemos ya aquí entonces el vocabulario reciclado de la clase anterior (T writes the Vocabulary on the board)

52. T: ¡Bien! Read and answer each question. Vamos a leer y vamos a dar respuestas a cada una de las situaciones. Entonces,

S: How can I say?...

S: ¿Teacher, tenemos que copiar?

53. T: No, no vamos a copiar, vamos a simplemente... vamos a analizarlo juntos y luego lo vamos a resolver.

54. T: Helen the Hippo... What is Hippo?

S: Hipopótamo

55. T: Hipopótamo

56. T: Entonces, ¿Helen the hippo será quien? Helen el hipopótamo and her Friends y sus amigos are preparing for thanksgiving at Hellen`s house. ¿Qué querrán decir?

S: Que preparan en la casa

57. T: ¿Preparan qué?

S: La casa

58. T: Preparan... Thanksgiving

S: Una fiesta

59. T: una fiesta, bien. En donde, ¿en dónde la preparan?

S: En la casa

60. T: ¿En la casa de quién?

S: ¿De Helen?

61. T: De Helen, ¡Muy bien! Let's find Let`s find

S: Buscan

62. T: Ellos necesitan encontrar, ¡verdad!

S: Comida

63. T: Exacto, comida... they are preparing for the party, for the party

S: Para la fiesta...

64. T: ¡De acuerdo! ¿Entonces lo que hay claro es qué? Helen the Hippo and her friends (Helen el Hipopótamo y sus amigos) are preparing for thanksgiving at Helen's house.

S: Una fiesta en la casa de Helen...

65. T: Que prepararán una fiesta de acción de gracias en la casa de Helen. ¿Y que ellos necesitan qué?

S: comida



66. T: Encontrar mucha comida para preparar esa fiesta ¡Bien! Entonces aquí dice: Hellen baked 2345 ( two thousand three hundred) chocolate chip cookies a qué se referirá eso  
S: Helen ayer...  
S: Helen horneo dos mil trescientas cuarenta y cinco galletas
67. T: Eso horneó ( two thousand three hundred) galletas de chocolates yesterday,  
S: ayer  
S: ayer
68. T: ayer, de acuerdo, and 1346 cookies this morning. Osea...  
S: Osea, hoy
69. T: ¿Hoy? Cuándo?  
S: ahora
70. T: ¿Ahora? This morning  
S: En la mañana
71. T: Esta mañana, ¡De acuerdo!
72. T: How many cookies did Hellen bake... que me están preguntando?
73. T: ¿Cuántas galletas ella hizo en total?  
S: ¿Ella o él? Profe...
74. 70 T: Ella, porque estamos hablando de Helen  
S: Profe, ¿Helen no es un nombre de hombre?
75. T: Helen, no, una chica, una chica, mírenla ahí que guapa, ¡Ok! (pointing out the image on the whiteboard -video beam) Ya sabíamos que se trataba de una que...  
S: una suma
76. T: ok! (T shows the plus sign +) una qué? ¿Qué signo es?  
S: equal, equal, equal  
S: plus
77. T: plus, Ok
78. T: ¿Unidad de mil?
79. T: Thousand (Shows Ss a Place Value Chart on the board with some labels and have Ss practice pronunciation)  
S: Thousand
80. T: Hundreds (Shows Ss a Place Value Chart on the board)  
S: Hundreds
81. T: Tens (Shows Ss a Chart on the board)  
S: Tens
82. T: Ones (Shows Ss a Place Value Chart on the board)  
S: Ones
83. T: Tens and ones (Shows Ss a Place Value Chart on the board)  
S: Tens and ones

84. T: bien, shhhhhh, ¡a ver! ¿Cuántas eran las galletas?  
S: Dos mil...
85. T: Two thousand three hundred forty, forty-five. One thousand three hundred forty six.  
(There are some Ss raising their hands)
86. T: Ok! ¡Venga Manuel!  
Ss: (Some voices of Ss complaining and asking for a turn to go to the board)
87. T: Ok ahorita, ahorita, ya, porque ya le dije... Ok
88. T: Five and six (T follows/checks out what S does at the board)  
S: Eleven
89. T: Eleven, exacto, one en la decena
90. T: Four and two and one  
S: Seven
91. T: Equal seven. three and four  
S: Seven
92. T: Seven, perfecto. Two and one  
S: Three thousand
93. T: Ok! three... three... three  
S: Three thousand
94. T: Three thousand...  
S: Seven hundred seven and one
95. T: Ahora hay que responder... hay que responderlo, ahora vamos a decir aquí Alexandra...  
exacto, cada una de los símbolos, de las partes de esa, de esa... operación.  
S: equal
96. T: Equal?  
S: Equal: correct pronunciation  
S: Plus
97. T: Plus: (T corrects Ss pronunciation)  
(Alexandra is at the board, she is writing the parts or elements of the addition: addends, sum... as the teacher is monitoring her work).
98. T: ¿Qué más? ¿este de aquí cómo es que se llama?  
S: Sum
99. T: Estas dos:  
S: Addends
100. T: Addends ¡Muy bien! De acuerdo, gracias, muy amable. ¡Bien! Ahora vamos a responder... Somebody: shhhhhh..
101. T: Answer, answer the question. Cómo respondemos. Helen, cómo podemos decir también, refiriéndonos a Helen como ella  
S: Ella  
S: She

102. T: She bakes (horneó) 3771 cookies.  
 S: Cookies ships, cookies chips  
 Ss: Cookies ships, cookies chipsss: No son cookies ships  
 S: Sí profe...
103. T: Ahhh, son Chocolate chips cookies. Bien, volviendo...ya lo entendimos, pensamos en algo que debíamos hacer, ya hicimos el plan, ahora volvamos atrás... ¿Tiene sentido esta respuesta?  
 S: Si
104. T: ¿Por qué sí?  
 S: (Noise, Ss talking at the same time)
105. T: Lo que me dio es mayor o menor que los sumandos?  
 S: Mayor
106. T: ¿Y así debe ser, o no?  
 S: Si
107. T: Si yo hubiese obtenido, heee seven hundred, ehhhh seventy –one (771) galletas. ¿Quedaba bien?  
 Ss: Noooo
108. 96 T: ¿Por qué? Porque me está dando un valor, verdad,  
 S: ¡Pequeño!
109. T: Porque es menor que thousand. Que es mucho más pequeño que lo que yo tenía en los sumandos. ¡Exacto, si me daba esto es porque yo hice una resta y la resta no es la operación que corresponde con este problema muy bien!
110. T: Entonces, a continuación, mis hijos, ahora que ustedes tienen claro cuáles son los pasos para resolver problemas in English, vamos en parejitas a resolver un problema. Vamos a recordar los pasos para resolver un problema in English. El primero...  
 (T approaches a student, who asks T a question. Students join in teams of three to solve the problem. The problem was delivered to them in a worksheet, in a photocopy, each student has a copy but they must work collaboratively to solve the problems).
111. T: vamos a prestar atención. Todos los que tengamos y no tengamos el problema vamos a escuchar la intervención de Federico. (Federico went to the board)
112. T: Stefania vamos al puesto, un momentico, por favor: unas niñas sentadas en el piso para el trabajo en equipo.
113. T: Federico lee el problema, mira que está proyectado. (Federico is reading the problem in English, while the teacher is guiding his reading process)  
 Federico: Pinky the Pig
114. T: Pinky the Pig quién es Pinky the pig, ¿es un cerdito verdad? bought que querrá decir bought  
 S: compró
115. T: compró en pasado, es el verbo comprar en pasado  
 S: novecientos...

116. T: pero como se dice 983 pesos in English  
S: nine hundred eighty one
117. Compró 983 manzanas
118. T: mientras que un pato compró 645 manzanas
119. T: vamos a atender chicos
120. T: cuántas manzanas compraron entre los dos. mira que aquí te están dando una información de unas bananas que tú no vas a necesitar. ¿Cierto? Hay que entender bien el problema para saber que a veces hay formación que te van a dar y que no la necesitas. bien Federico, excelente, vamos a iniciar, vamos a iniciar, entonces cómo lo resolvemos. (Federico is solving the problem on the board, using the gathered information; he is placing the numbers in the correct column: thousands, hundreds, tens and units. At the same time, he is identifying the elements of the addition: addends, sums)
121. T: Addends, los sumandos, muy bien Federico, esta parte como es que se llama?  
S: sum (mispronounce)
122. T: Aquí como se llama el resultado... sum (Pronunciation correction)
123. T: ahora vamos a responder, answer.

Lo puedo dejar hasta apples. El otro problema bought 983 apples while Danny the Duck bought 675 apples and 145 bananas. How many apples do they have altogether. (T is identifying the elements and vocabulary found in the problem. Federico translates the problem into Spanish, he does it very well).

## APPENDIX D

### Mentor's Feedback on Lesson 1

1 Estimada Miss Leydy

Saludo especial,

2 Agradezco profundamente tu motivación a hacer parte de este proceso de investigación en el aula.

3 Considero que el plan de clases está muy bien pensado y estructurado; es evidente que atiende a las necesidades de los estudiantes.

4 Considero que se cumplieron los objetivos establecidos en el plan de clases, los estudiantes se mostraron muy interesados y participativos.

5 Me gustaría resaltar lo positivo, en primera instancia y luego referirme a lo que debemos mejorar.

Inicialmente, destaco el inicio de la clase, implementa el modelo del circle time que se realiza diariamente con los estudiantes, partiendo del saludo en inglés y la fecha. 6

Reciclaje y/o refuerzo del vocabulario empleado en la clase anterior. Acompañar a los estudiantes en el canto de las songs: "THE MORNING SONG" es un punto a destacar.

7 El uso de imágenes para ilustrar el significado del vocabulario en cuestión (family members).

8 Asimismo, excelente estrategia la de asignar los miembros de la familia para ser descritos por los estudiantes a través de los números; esto ayuda en el desarrollo de la tarea.

9 Considero importante resaltar la seguridad y alegría con la que llegas al aula de clases, esa misma alegría se la transmites a tus estudiantes y logras involucrarlos en el proceso motivándolos a participar activamente.

10 Es necesario reforzar el uso del lenguaje del aula de clases; dado que estos son los únicos momentos de uso significativo y real del idioma inglés dentro del salón de clases.

11 A continuación, relaciono algunas de las expresiones cuyo uso debemos priorizar en las clases:

12 Instructions:

- a. Listen to me, please!
- b. Sit down, please!
- c. Pay attention, please!
- d. Open your book to page... please!
- e. Open your notebook, please!
- f. Do you understand?
- g. What is the meaning of...?
- h. How can I say ... in English?
- i. Repeat after me, please!
- j. Let`s continúe, please!
- k. Is it clear?

13. Por otro lado, en la pregunta Who is? Sería más conveniente plantearla así: Who is this?

14. Asimismo, es fundamental dar una retroalimentación positiva a cada una de las intervenciones y/o participaciones de los estudiantes y lo haces muy bien, estás atenta a sus participaciones para darles un positive feedback, estas son algunas de las expresiones que puedes utilizar para motivar a los niños y niñas a participar activamente en la clase:

- a. Excellent!
- b. Very good!
- c. Well done!
- d. Perfect!
- e. You did it well!
- f. You are the best!
- g. Congratulations!

15. Por favor, si tienes alguna inquietud, comentarios o sugerencias déjame saber. Eres la mejor Miss Leydy!

Cordialmente,  
Elena de Jesús Cardales Rodríguez  
Docente de Inglés

### **Mentor's Feedback on Lesson 2**

- 1 Estimada Miss Leydy, agradezco tu valiosa colaboración y apoyo.
- 2 En mi opinión, el plan de clases está muy bien diseñado y estructurado; considero que es apropiado para la edad, intereses y nivel de lengua de los estudiantes. Pienso que se cumplieron los objetivos establecidos en el plan de clases, los estudiantes se mostraron muy interesados y participativos.
- 3 Me gustaría resaltar lo positivo, en primera instancia y luego referirme a lo que debemos mejorar.
- 4 Inicialmente, destaco el inicio de la clase, implementaste, con éxito, el modelo del Circle Time que se sugiere realizar diariamente con los estudiantes, partiendo del saludo en inglés y la fecha.
- 5 Aplaudo el interés en utilizar el idioma inglés en mayor medida, lo lograremos gradualmente, tanto en los estudiantes como en la docente (tú).
- 6 Destaco además la forma implícita de corregir la pronunciación de algunas palabras que los chicos expresaron inadecuadamente, al igual que la manera en que empleas el nuevo vocabulario en el proceso de enseñanza, a través del uso de ayudas visuales; muy propicias para la edad y el nivel de lengua de los niños, siempre te ves muy segura de ti misma.
- 7 Valoro mucho el positive feedback que provees a los estudiantes en cada una de sus participaciones, especialmente, porque lo haces en inglés, empleando las expresiones sugeridas: Excellent, Perfect! Recuerda que existen otras opciones para dar una retroalimentación positiva, el uso de: Is it clear?: to check for understanding.
- 8 Resalto el conocimiento del tema y el dominio de grupo que evidenciaste en esta clase.
- 9 Sin lugar a dudas, logras involucrar a los estudiantes para que participen activamente.
- 10 Es muy conveniente verificar que los estudiantes hayan comprendido las instrucciones dadas y lo veo claramente en tu desempeño en el aula.
- 11 Destaco el uso de la expresión: What's The Meaning of tower in Spanish? Repeat after me, please! Thank you!: Well done! Y And.
- 12 Podemos mejorar el porcentaje de inglés empleado en la clase, recuerda el uso de classroom language expression:
  - a. Listen to me, please!
  - b. Sit down, please!
  - c. Pay attention, please!
  - d. Open your book to page... please!
  - e. Open your notebook, please!
  - f. Do you understand?
  - g. What is the meaning of...?
  - h. How can I say ... in English?

- i. Repeat after me, please!
- j. Let`s continúe, please!
- k. Is it clear?

13 Finalmente, te invito a reflexionar en torno a estos comentarios y/o sugerencias y a compartirme tus impresiones al respecto.

14 Gracias nuevamente por tu generosa ayuda.

¡Bendiciones!

Elena de Jesús Cardales Rodríguez

### **Mentor´s Feedback on Lesson 3**

1 Estimada Miss Laydy Baldovino, Saludo especial. Gracias por tu disposición al trabajo colaborativo.

2 Me gustaría resaltar lo positivo, en primera instancia y luego referirme a lo que debemos mejorar.

3 Excelente introducción. Se realiza el Circle Time correctamente, empleando la fecha, días de la semana, meses del año, clima, la hora en inglés.

4 Es una oportunidad apropiada para motivar a los estudiantes y disponerlos al desarrollo del tema en cuestión.

Well done!

5 ¡Excelente estrategia!: Drilling. Es importante la repetición del vocabulario.

6 Asimismo, es conveniente emplear las expresiones del aula de clases (ver archivo adjunto).

7 ¡Me encantó esta actividad! Well done! Fue una gran oportunidad para que los estudiantes trabajaran en forma colaborativa y aplicaran los conocimientos adquiridos en la clase.

8 Fue posible observar el uso adecuado de las siguientes expresiones en inglés: Classroom language expressions, es importante señalar que los estudiantes son capaces de responder a ellas de manera natural; lo cual indica que han internalizado el uso de las mismas:

a) Please, sit down!

b) Pay attention

c) Thank you

d) How many

e) Can you tell me...

f) Another, another...

g) Tha´s good!

h) In total

i) What is the meaning in Spanish?

- j) What is the first number
- k) What's the name parts of Addition equation
- l) Repeat after me, please?

9 Es admirable reconocer que muchos estudiantes reclaman el uso del inglés en la clase, por ejemplo, cuando un estudiante le pide a otro que lo que dijo sea dicho en inglés usando la expression: in English.

10 En cuanto a la etapa de Warm Up, es recomendable hacer uso de todas las herramientas necesarias y suficientes para ofrecerle a los estudiantes una introducción al nuevo tema, llámese estructuras gramaticales, funciones y/o vocabulario. Por lo tanto, en esta etapa del proceso de enseñanza es recomendable realizar una actividad que esté relacionada con la temática a desarrollar.

11 Teniendo en cuenta que se trabajará Parts of Addition, podrías haber propuesto una canción, un video, un juego alusivo al tema: For example:

<https://www.youtube.com/watch?v=NHI0ePgwlGU>

In this video you can observe the parts of addition.

12 Por otro lado, te sugiero revisar la redacción del procedimiento (actividad) descrito en la etapa de Presentation: Presentar un problema en inglés y con ayuda de dibujos en foamy (flores) dar a conocer las palabras nuevas (que el docente sabe que aún el grupo no maneja para proceder a entender el mismo). (podríamos reemplazar la frase tachada con la palabra nueva, en mi opinión, resume la idea).

13 ¡Sigo animándote a continuar dando lo mejor de ti, Eres la Mejor!

#### **Mentor's Feedback on Lesson 4**

Estimada Miss Leydy

Saludo especial,

1 Agradezco profundamente tu compromiso y entrega en este proceso.

2 A continuación, encontrarás mis comentarios y/o sugerencias en torno a la actividad desarrollada. En primera instancia, me referiré a los aspectos positivos observados en la clase. Luego, abordaré los aspectos a mejorar. Considero que es el objetivo planteado está muy bien elaborado, es claro para los estudiantes y alcanzable; es coherente con el nivel de los niños.

3 Evidentemente, Miss Leydy te esmeras en generar en los estudiantes el uso de las expresiones cotidianas; lo cual constituye una oportunidad importante y significativa para ellos.

4 Es gratificante observar lo natural que resulta la elaboración del Circle Time en tu clase. Well done!

Me encantó el acompañamiento que hiciste a los estudiantes en las canciones y la emoción con la que todos cantaron las rondas en Inglés.

5 Es relevante tener en cuenta los conocimientos previos de los estudiantes al iniciar una clase; en tanto que la relación que hacen del conocimiento existente con el nuevo aprendizaje les lleva a consolidarlo de manera significativa. Me complace observar que te esmeras por hacer de este espacio un momento muy significativo para los chicos.



6 Objetivo de la actividad de Warm Up: Despierta el interés y la motivación de los estudiantes en el (tema) proceso de aprendizaje.

7 Sabemos que es muy importante indagar acerca de los conocimientos previos de los estudiantes y al hacerlo podemos emplear diversas actividades lúdicas que atraen la atención de nuestros estudiantes y los dispongan al aprendizaje del nuevo tema de una forma divertida y agradable. Podríamos emplear un video, flashcards, un juego, entre otros.

8 Excellent! Reciclar o recordar el vocabulario visto en la clase anterior para fortalecer el proceso de aprendizaje del mismo. Well done!

9 Es una excelente estrategia para iniciar la presentación del tema en cuestión, dar a conocer el vocabulario de la unidad facilita a los estudiantes la comprensión de la temática desarrollada.

10 Asimismo, me gustaría resaltar lo conveniente de emplear ayudas audiovisuales con los estudiantes en de básica primaria, indudablemente, te ayuda significativamente en el proceso de enseñanza.

11 Adjunto encontrarás unas sugerencias para la implementación de estrategias de vocabulario. Te invito a ponerlas en práctica en la próxima actividad, please.

¡Gracias nuevamente por tu gran apoyo!

## **APPENDIX E**

### **Teacher's Responses to Mentor's Feedback**

#### **Lesson 1.**

T: "Miss Elena. Usted sabe que para mí es un verdadero placer hacer parte de esta experiencia.

Valoro mucho todos sus aportes y su experticia para fortalecerme en esta segunda lengua y poder brindar una mejor clase para mis niños. Confío en que al poner en práctica sus recomendaciones pueda continuar avanzando en el proceso. Usted es una inspiración para mí y con sus palabras y ejemplo me motiva a seguir esforzándome. Mil gracias! Bendiciones".

#### **Lesson 2**

T: "Gracias por su retroalimentación miss Elena. Profundamente agradezco su colaboración y su interés en aportar a mi crecimiento profesional. Sigo atenta a sus comentarios y a entregar lo q sea necesario en pro de su proyecto. Un abrazo fuerte".

### **Lesson 3**

T: “Apreciada miss Elena. Sin duda esta clase se convirtió en un desafío. Muchas gracias por sus amables sugerencias y sus comentarios. Es alentador saber que con pequeños pasos se logran los objetivos. Seguiré atendiendo sus recomendaciones y comprometida en el proceso de fortalecimiento de esta segunda lengua, con su ayuda iré puliendo y fortaleciendo mi trabajo. Gracias a usted y a sus aportes cada vez me veo más motivada en este proceso. Gracias por ser fuente de inspiración. Mil y mil gracias por todo su apoyo”.

### **Lesson 4**

Sin duda miss Elena usted cuenta con toda la experticia y la idoneidad para apoyarme en este proceso. Seguiré atentamente todas sus sugerencias para lograr cada vez mejores resultados en mi práctica educativa y en los aprendizajes de mis estudiantes. Implementaré el tema de las ayudas audiovisuales para favorecer el proceso de enseñanza de los chicos y lograr más interés de parte de ellos. Es una bendición contar con su interés. Gracias!!!!

### **APPENDIX E**

#### **Questionnaire**

- (a) Taking into account the feedback given during the experience of teaching content classes in English in the third grade, what strategies have you integrated and are still using in your daily practice?
- (b) What is the most significant learning that this experience has left you with?

### Authors' Biography

My name is Elena de Jesús Cardales Rodríguez, born and raised in Barranquilla, my mother is Petrona Isabel Rodríguez Cabeza and my father is Julián Cardales de Ávila. I have five siblings: two sisters and three brothers. I have a Modern languages degree from Universidad Del Atlántico; I also finished specialized studies in English Language Teaching. I've been an English teacher for about 20 years; I have taught different age learners from young learners in preschool to adults at a university. I teach English in secondary school, I work at a public school placed in the Southwest of Barranquilla. Teaching is the most meaningful experience I've ever had in life. Regarding professional development and the opportunity to play the role of a mentor, I think it is a highly rewarding experience for both the mentor and the mentee. I feel so lucky to have the chance to share what I have learned with others. This is my biggest passion, a dream come true.